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ABSTRACT

Youth courts are among the fastest-growing crime intervention in the nation. Youth courts divert minor offenders from overloaded juvenile courts and hold them responsible for their actions. They educate young people about the impact their actions have on others, teach about the legal system, and provide opportunities and a forum to develop and practice life and leadership skills. Community service is the most popular disposition prescribed by youth courts. Many schools link community service to classroom work to teach mathematics, science, language arts, and social studies. Making a connection between classroom-based study and service to the community is often called service-learning. This manual on service-learning contains five sections. The first section is the Introduction which covers the following topics: Why Community Service Learning?; What Is Service Learning?; Service Learning and Balanced and Restorative Justice; How to Use This Manual; and Evaluation and Reflection. The second section, "Supervisor Guides and Handouts," includes the following subsections: Introduction; Step One: What's a Community? (Supervisor Guide; Handout One: What's a Community?); Step Two: What's the Problem? (Supervisor Guide; Handout Two: What's the Problem?); and Step Three: Community Service-Learning Options (Choosing a Community Service-Learning Option; Step Three-A: Volunteering; Supervisor Guide: Volunteering; Handout Three-A: Volunteering; Step Three-B: Building Your Own; Supervisor Guide: Building Your Own, Handout Three-B: Build Your Own; Step Three-C: Done in a Day Projects; Supervisor Guide: Done in a Day; Twenty-Six Done in a Day Projects). The last three sections include: "Community Partnerships"; "12-Month Public Awareness and Service Campaign"; and "Resources." (BT)

Giving Back--A Community Service-Learning Manual for Youth Courts.

Charles Degelman

Constitutional Rights Foundation,
Chicago, IL.

Department of Justice, Washington, DC.
Office of Juvenile Justice and
Delinquency Prevention.

SO 034 495

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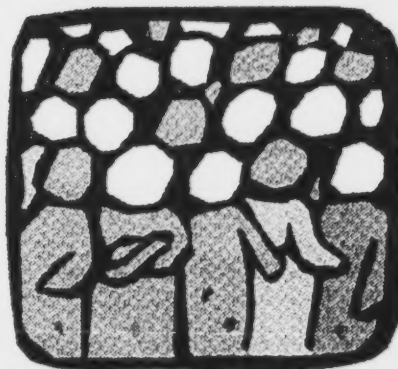
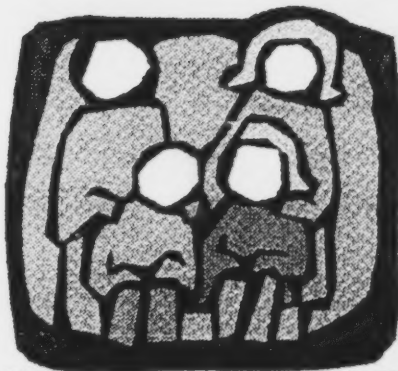
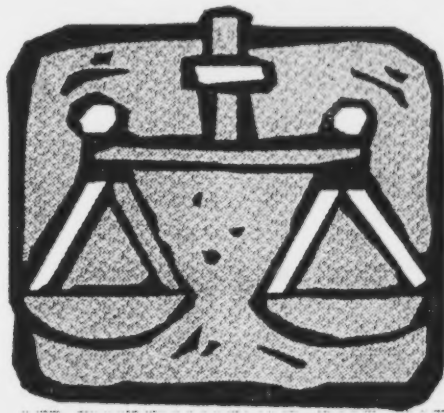
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GIVING BACK

A COMMUNITY SERVICE-LEARNING
MANUAL FOR YOUTH COURTS



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Constitutional Rights
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CRFC
Constitutional Rights
Foundation Chicago

OJJDP
Office of Juvenile Justice and
Delinquency Prevention



GIVING BACK

A COMMUNITY SERVICE-LEARNING MANUAL FOR YOUTH COURTS

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GIVING BACK

A COMMUNITY SERVICE-LEARNING MANUAL FOR YOUTH COURTS

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PREFACE

On December 20, 2001, the Speaker of the House, the Honorable J. Dennis Hastert from Illinois, read the following statement before the U. S. House of Representatives:

I rise to praise the efforts of the Constitutional Rights Foundation and the Constitutional Rights Foundation Chicago. Their work encourages schools, youth programs, attorneys, judges, and police departments to work together to form and expand diversionary programs.

These programs, known as Youth Courts, are where juveniles, under the supervision of representatives from the educational and legal communities, determine sentencing for first-time juvenile offenders who are charged with misdemeanors or minor infractions of school rules.

The program displays that as a sentencing option, community service can serve both the offender and the community.

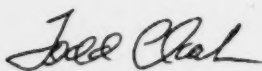
Speaker Hastert's statement underscores the significance of the rapidly growing popularity of youth courts in the United States. It also provides a rationale for this publication, *Giving Back: A Community Service-Learning Manual for Youth Courts*.

Youth courts, also known as teen courts or peer juries, engage young volunteers to help their peers who have committed delinquent acts or other problem behaviors. Youth courts most frequently serve as sentencing hearings for first-time offenders who have acknowledged their guilt and agreed—with the consent of their parents or guardians—to accept a sentence determined by their peers.

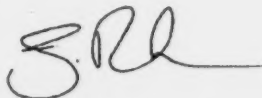
The popularity of youth courts in the United States comes as no surprise. Youth courts divert minor offenders from overloaded juvenile courts while still holding them responsible for their actions. They teach young offenders that there are consequences for their misbehavior but that these consequences can be fairly administered by their peers. Youth court volunteers learn about due process, balanced and restorative justice, and the benefits of volunteering to improve their community and themselves.

Educators have long known the value of community service. Beyond its value to the community, service can help provide young people with the knowledge, skills, and attitudes they need to assume the most important role in our society—that of citizen.

Constitutional Rights Foundation (CRF), Constitutional Rights Foundation Chicago (CRFC), and the Office of Juvenile Justice and Delinquency Prevention (OJJDP) recognize the importance of youth courts to teach about good citizenship while they administer justice. Accordingly, CRF, CRFC, and the OJJDP have joined together to provide this publication, *Giving Back*, to support and enhance the quality of youth courts. We hope that you find the information in this publication will help youth court coordinators, volunteers, and young respondents to find meaning and value in our justice system and in community service.



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For ordering information, contact the National Youth Court Center at (859) 244-8193; e-mail: nycc@csg.org or visit the web site at www.youthcourt.net.

INTRODUCTION

WHY COMMUNITY SERVICE LEARNING?

Youth courts are among the fastest growing crime intervention programs in the nation. There are good reasons for their popularity. Youth courts divert minor offenders from overloaded juvenile courts and hold them responsible for their actions. They educate young people about the impact their actions have on others, teach about the legal system, and provide opportunities and a forum to develop and practice life and leadership skills.

Community service is the most popular disposition prescribed by youth courts. When properly administered, community service can contribute to principles of restorative justice. Community service has the potential to help youthful offenders improve their self-image, develop needed life skills, and make meaningful contributions to their communities while still holding them accountable for their actions.

How do busy youth court administrators plan and implement community service options that can realize the principles of restorative justice? One answer may lie with lessons already learned in America's schools.

Educators have long known the value of community service. Many schools link community service to classroom work to teach math, science, language arts and social studies. Making a connection between classroom-based study and service to the community is often called *service learning*.

WHAT IS SERVICE LEARNING?

According to the National and Community Service Trust Act of 1993, service learning is an educational method that:

- Encourages students to learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs.
- Is integrated into the students' academic curriculum or provides structured time for a student to think, talk, or write about what the student did and saw during the service activity.
- Provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities.
- Enhances what is taught in school by extending student learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others.

SERVICE LEARNING AND BALANCED AND RESTORATIVE JUSTICE

Balanced and restorative justice and school-based service learning share many of the same goals and objectives. The chart below offers a quick comparison between educational and restorative justice principles.

Because of these shared goals and objectives, youth courts can take advantage of the expertise that educators have developed about service learning. As with youth court dispositions, school-based service learning revolves around the concept of community service.

This manual will give you the tools you need to apply school-based service-learning methods to community-service dispositions for youth courts. With *community service learning*, respondents can explore their potential as citizens by helping communities meet their education, public safety, human, and environmental needs. With *community service learning*, respondents become resources who provide service, rather than recipients who are always in the role of being served. Hopefully, by following these procedures, you can help young offenders become better citizens while they give back to the community.

SERVICE-LEARNING GOALS AND OBJECTIVES ¹	BALANCED AND RESTORATIVE JUSTICE GOALS AND OBJECTIVES
Students will be able to: • Learn about their community and its people, processes, and institutions. • Identify and analyze community problems. • Develop social, political, and analytical skills necessary to participate in community life. • Learn that individual rights and freedoms are balanced by responsibilities. • Understand the value of service for the good of the themselves and the community. • Recognize characteristics and actions of a participating citizen. • Work cooperatively with others.	Youth court respondents will be able to: • Understand the legal and judicial system. • Repair harm they have done to victims and the community. • Analyze their own needs and the needs of others, i.e., victims and the community. • Develop competencies that will enable them to become responsible and productive citizens. • Understand the impact their actions have on others, i.e., victims and the community. • Identify and act upon opportunities to make meaningful contributions to their families, schools, peer groups, and communities. • Develop a personal stake in the future of their communities. • Increase life and coping skills.

¹ Service-learning goals and objectives excerpted from Active Citizenship Today, a school-based, service-learning program designed and implemented by Constitutional Rights Foundation and Close Up Foundation.

HOW TO USE THIS MANUAL

Manual review. Make sure you are familiar with the procedures and have gathered the materials respondents will need to make their project a success.

Project Supervisors. All projects described in this manual require supervision. The role of supervisor may be carried out by a variety of individuals. A project supervisor can be a youth court coordinator, a qualified adult volunteer, a teacher or school administrator, a social-services professional, a member of a partnering community organization, an outside resource person who may have expertise in the project area, or a law-enforcement or probation officer.

Supervisor Guides provide step-by-step instructions for supervisors to guide each session. Instructions include an Overview, Materials and Preparation, Procedures, and Check Points.

Handouts provide directions for respondents to complete each step of a community service-learning project. Handouts include directions, readings, activities, a Stop and Think reflection component, and a supervisor sign-off called a Check Point.

Important! Handouts refer to "supervisors" or "project supervisors" in all readings, activities, and action steps. *Make sure respondents know who is acting as the project supervisor at each stage of a community service-learning project.*

Community service-learning options. This manual provides three basic plans, or options for planning and implementing a community service-learning project. To determine which option is best for you, see Choosing a Community Service-Learning Option on page 15.

Materials and preparation. This manual is spiral-bound to make it copy-friendly. Be prepared to photocopy handouts for respondents. Done in a Day handouts (see page 25) have a list of tools and

materials required for each project.

Project Guidelines. Make sure the project you plan:

- Is do-able, given your resources and time frame. A small, successful project is preferable to a large, failed project.
- Promotes good citizenship by developing positive knowledge, skills, attitudes, and behaviors.
- Gives back to the community.
- Involves community members in project planning and implementation.

EVALUATION AND REFLECTION

In this manual, evaluation and reflection are implemented by two simple handout components:

- **Stop and Think.** Reflection allows respondents to stop and think about what they are learning and how community service impacts their own skills, attitudes, and behaviors. In the Stop and Think component, respondents are required to write answers to questions describing what they have learned from each activity.
- **Check Points.** Respondents are required to submit their completed project handouts to supervisors for signatures. At this point, supervisors can evaluate respondent progress by reviewing their responses to handout questions.

In addition, supervisors are encouraged to set up their own evaluation procedures to determine:

- How does each community service-learning project operate?
- What are the overall effects of each project on the respondents?
- What effects does each project have on other youth court participants and the community?
- How can each project be improved?

Information collected from evaluation and reflection can provide useful data for:

- Demonstrating your youth court's capacity to provide services to respondents.
- Reporting respondent progress to parents, probation officers, and the courts.
- Demonstrating the success of projects for staff development.
- Writing grants and seeking community support for youth courts.

SUPERVISOR GUIDES AND HANDOUTS

INTRODUCTION

This section consists of activities that introduce respondents to basic concepts about community, community problems, and ways to address them (community service-learning projects). Step One and Step Two consist of skill- and awareness-building activities and serve as an introduction to the community service-learning options presented in Step Three. All activities are organized into Guides for supervisors and Handouts for respondents.

Step One—What's a Community? Introduces the idea and purpose of community service. Respondents follow procedures and complete handouts to accomplish three goals:

- Define community.
- Discuss the purpose of community service.
- Identify the benefits of service to their own community.

Step Two—What's the Problem? Guides an exploration of community problems. Respondents follow procedures and complete handouts to accomplish three goals:

- Identify crime as a community problem.
- Reflect on crime as a community problem with causes and consequences.
- Brainstorm a list of additional community problems.

Step Three—Community Service-Learning Options Provides information for (a) supervisors to choose and (b) respondents to complete one of three community service-learning options:

- Volunteering—At an existing community service agency.
- Build Your Own—Planning and implementing an action project.
- Done in a Day—Completing one or more short, pre-planned community service-learning projects.

STEP ONE—WHAT'S A COMMUNITY?

SUPERVISOR GUIDE

OVERVIEW

In this activity, respondents discuss the meaning of community, the purpose of community service, and how they—and their community—will benefit from it.

MATERIALS & PREPARATION

Handout One—What's a Community?—1 copy for each respondent

Time Required—2 hours (can be counted toward respondent dispositions)

PROCEDURES

Tell respondents that they are going to participate in a project to achieve three goals:

- Complete their youth court assignment.
- Complete a community service-learning project.
- Learn valuable leadership and civic-action skills.

Tell them that in order to achieve these goals, they are going to use worksheets—called *handouts*. Each handout will include short readings, directions for activities, and questions they will need to answer.

Important! Each handout requires the signature of a supervisor to confirm that respondents have completed the activity. *Make sure respondents know who is acting as the project supervisor at each stage of a community service-learning project.* Completed and signed handouts should be turned in to a youth court coordinator or other responsible party.

HANDOUT

Give each respondent a copy of **Handout One—What's a Community?** Have them review the **Youth Instructions**. Answer any questions they may have.

READING

Have respondents complete the **Reading**. If respondents are working as a group, have them read aloud.

DISCUSSION QUESTIONS

Hold a brief discussion using the following questions:

- What does the tale of the blind men and the elephant teach about community?
- What are the three basic parts of community?
- How does crime *take away* from a community?
- How can people *give back* to a community?

CHECK POINT

Review the **Hours Completed** and sign off on each respondent's completed handout.

WHAT'S A COMMUNITY?

YOUTH INSTRUCTIONS

1. Complete the Reading.
2. Answer the Discussion Questions.
3. Write the total Hours Completed, the time you spent working on the project.
4. Have your supervisor sign the Check Point.



READING

Five blind men wanted to find out what an elephant was. They had one brought to them. Surrounding the elephant, each blind man reached up to touch it. The first blind man grabbed the elephant's trunk. He said, "Aha! So an elephant is like a snake." The second blind man, holding one of the elephant's legs said, "Oh, no, it's like a tree trunk. The third grabbed the elephant's ear and said, "How can you say that? An elephant is clearly like a fan." The fourth, clutching the animal's tail, said, "Fools! The elephant is like a rope." The fifth, climbing up the side of the elephant, said, "You're all wrong! The elephant resembles a small hill."

—Indian folk tale

What's a community? As with the blind men and the elephant, different people describe community in different ways. Community consists of *three basic parts*: places, organizations, and people.

- Places—your home, school, the mall, streets, rivers, hills are all part of a community.
- Organizations—stores, religious groups, the fire department, the local television station are all community organizations.
- People—people are a part of your community. Without people, you would live in a ghost town. You would have a tough time getting the things you need to survive—food, clothing, shelter, entertainment. Besides, it would be boring and lonely.

Homes, schools, streets, rivers, churches, the mall, the fire department, your family, friends—even people you don't know—are all part of a community. You need them—they need you. When people commit crimes, they *take away* from a community. When young people fight or threaten one another, they drive a wedge between community members. When they steal, they add to suspicions and fears that others may have about young people. When they vandalize or tag a neighborhood, they make the community less attractive.

Community service provides people with an opportunity to *give back*. Community service takes many forms. People can volunteer—to work at a local animal shelter, teach younger children how to read, or to help elderly citizens with tasks they can no longer do themselves. Or, they can make a plan to address a community problem they think is important. Young people are particularly good at community service.

HANDOUT ONE

Name _____

WHAT'S A COMMUNITY? (PAGE 2)

Teenagers in Washington state wrote a book on how to protect their community's natural resources.

Young people in Oregon formed a theater group to talk about problems of dating violence and sexual assault.

Students in Massachusetts started a community garden and donated the vegetables to a local homeless shelter.

By working on a service project, you can use your energy, skills, talents, and interests to make life better—for yourself and the people around you. Most important—it's good to know that people can depend on you.

DISCUSSION QUESTIONS

Hold a brief discussion using the following questions:

- What does the tale of the blind men and the elephant teach about community?

- What are the three basic parts of community?

- How does crime *take away* from a community?

- How can people *give back* to a community?

CHECK POINT**HOURS COMPLETED** __________
(Supervisor Signature)_____
(date)

STEP TWO—WHAT'S THE PROBLEM?

SUPERVISOR GUIDE

OVERVIEW

In this activity, respondents read about crime as a community problem. Then, they look at the problem of crime in terms of causes and effects (consequences). Finally, they brainstorm a list of community problems they think are important.

MATERIALS & PREPARATION

Handout Two—What's the Problem?—1 copy for each respondent

Collect **Brainstorm Lists** (see Handout Two) of community problems from respondents. They may use them in a later activity.

Time Required—2 hours (can be counted toward respondent dispositions)

PROCEDURE

Tell respondents that before they start their service project, they are going to take a look at crime and other problems in their community.

HANDOUT

Give each respondent a copy of **Handout Two—What's the Problem?** Have them review the **Youth Instructions**. Answer any questions respondents may have. *Make sure respondents know who is acting as the project supervisor at each stage of a community service-learning project.*

READING

Allow time to read the handout. If they are working as a group, have them read aloud.

DISCUSSION QUESTIONS

Hold a brief discussion using the following questions:

- How does crime impact people's lives?
- Has crime influenced your life? How?
- How does crime affect people who aren't victims or perpetrators?
- Do you think crime is a serious community problem? Why or why not?

STOP AND THINK

Explain to respondents that this activity allows them to stop and think about what they are doing, why they are doing it, and how they feel about it. Review the **Stop and Think** questions and tell respondents that they are required to write answers to the **Stop and Think** questions in the space provided on the handout.

BRAINSTORM LIST

Have respondents brainstorm a list of community problems they think are important. Review the **Brainstorm Tips** below before they begin.

CHECK POINT

Review the **Hours Completed** and sign off on each respondent's completed handout.

BRAINSTORM TIPS

A brainstorm is a quick-and-easy method to explore what you know about a topic. To do a brainstorm, follow these simple rules:

- Describe out loud any ideas that come to mind.
- Work as fast as possible to create a lot of ideas.
- Write down each idea.
- Don't reject ideas. There are no wrong answers in a brainstorm.
- If you are working with a group, build on each other's ideas.

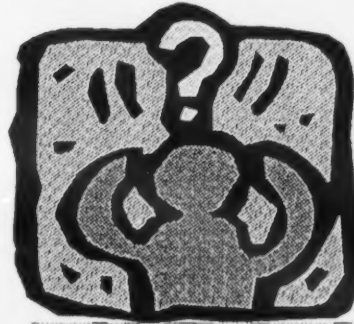
HANDOUT TWO

Name _____

WHAT'S THE PROBLEM?

YOUTH INSTRUCTIONS

1. Complete the Reading.
2. Answer the Discussion Questions.
3. Answer the Stop and Think questions.
4. Make a **Brainstorm List** of community problems.
5. Write the total **Hours Completed**, the time you spent working on the project.
6. Have your supervisor sign the **Check Point**.



READING

Crime has an impact on everybody. Students lose important books, papers, and prized possessions when backpacks are stolen from lockers. Elderly citizens fear being robbed or cheated. Innocent drivers and passengers of all ages are killed or injured in accidents caused by drunken drivers. When teenagers buy clothes at the mall, they pay extra to cover the store owner's losses to shoplifting. Victims of bullying, threats, and sexual assault say they never fully recover from the experience.

When people get caught, police records and prison terms leave a permanent mark on their lives. For most people, "getting away with it" doesn't work either. When people do something wrong, they know it. For most people, living outside the law makes life very difficult.

The consequences of crime don't stop with its victims or perpetrators. In the future, you will pay extra taxes to protect your community from crime, prevent it from happening in the first place, or repair the damage it does. As a voter, you will have to choose between candidates who may have different opinions about how to deal with crime. Some people think crime should be prevented with better education and more economic opportunities. Others believe that harsher punishment is the answer. People have different opinions about crime, but nearly everyone agrees that it is a serious community problem.

DISCUSSION QUESTIONS

Hold a brief discussion using the following questions:

- How does crime impact people's lives?
- Has crime influenced your life? How?
- How does crime affect people who aren't victims or perpetrators?
- Do you think crime is a serious community problem? Why or why not?

HANDOUT TWO

Name _____

WHAT'S THE PROBLEM? (PAGE 2)**STOP AND THINK**

You have seen how crime is a community problem. Problems have causes and consequences. You can learn a lot about a problem by looking at its causes and consequences. Write answers to the questions in the space below:

- What are some common criminal offenses committed by young people?
- Why do you think young people commit crimes (causes of the problem)?
- How do offenses committed by youth affect the community (consequences of the problem)?
- If you were a community leader, how would you deal with the problem of crime?

BRAINSTORM LIST

Besides crime, what are some other community problems? Use the **Brainstorm Tips** (see page 12) to make a list of five community problems you think are important. Keep your list of community problems or give it to your supervisor. You will may use it later.

FIVE COMMUNITY PROBLEMS

1. _____
2. _____
3. _____
4. _____
5. _____

CHECK POINT**HOURS COMPLETED** __________
(Supervisor Signature)_____
(date)**GIVING BACK**

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STEP THREE—COMMUNITY SERVICE-LEARNING OPTIONS

SUPERVISOR GUIDE

OVERVIEW

This section provides three community service-learning options and methods for supervisors to choose among them.

Step Three (A)—Volunteering

Respondents volunteer at a community-service agency.

Step Three (B)—Building Your Own

Respondents plan and complete a project designed to deal with a community problem they think is important.

Step Three (C)—Done in a Day

Respondents complete a series of short, pre-planned projects.

CHOOSING A COMMUNITY SERVICE-LEARNING OPTION

PROCEDURE

Read the descriptions of community service-learning options on the following pages. Use the **Recommendations** to help you choose the option that is best for your respondents, supervisors, and youth court volunteers.

Step Three (A)—Volunteering

Respondents give their time, talents, and energy to a social-service or government agency that is already working to give back to the community.

Recommendations

Volunteering. . .

- Takes advantage of existing community-service organizations.
- Develops ongoing partnerships with community agencies. These partnerships can also improve youth court visibility in the community.

- Teaches about the purpose and methods of a community-service agency.
- Can be completed by individual respondents with minimum supervision.

Important! Youth court supervisors *must* compile a list of viable community-service agencies for respondents to choose from.

STEP THREE (B)—BUILDING YOUR OWN

Respondents plan and complete an action project that deals with a community problem they think is important.

Recommendations

Action Projects. . .

- Have the highest potential to develop citizenship skills and reinforce restorative justice principles.
- Require more supervision and are best planned and implemented with small groups of respondents.
- Can focus on the specific needs of respondents and their community.
- Develops ongoing partnerships with community agencies. These partnerships can also improve youth court visibility in the community.

STEP THREE (C)—DONE IN A DAY

Respondents complete their sentence hours by participating in a series of short "Done in a Day" service projects.

Recommendations

Done in a Day projects. . .

- Can be completed by small groups or individual respondents with minimum supervision.
- Allow flexibility of schedules, transportation, and supervision.
- Help develop ongoing partnerships with community agencies. These partnerships can also improve youth court visibility in the community.
- Depending on sentencing dispositions, respondents may have to complete more than one project.

STEP THREE (A)—VOLUNTEERING

SUPERVISOR GUIDE

OVERVIEW

In this community service-learning option, respondents volunteer at a community service agency. First, respondents review a list of agencies *provided by the youth court*. Next, they choose and contact an agency where they can volunteer. Third, respondents complete the required number of service hours at the agency. In addition, respondents answer questions describing the agency's purpose and reflect on their volunteer experience.

SKILLS AND OBJECTIVES

Respondents will be able to . . .

- Choose and contact a community-service agency where they can volunteer.
- Interact usefully and responsibly with a community-service agency.
- Learn useful job-site skills.
- Work cooperatively with others.
- Describe the purpose and methods of a community-service agency.
- Describe and evaluate the role of service for the good of the community and themselves.

MATERIALS & PREPARATION

- Handout Three (A)—Volunteering—1 copy for each respondent
- You *must* provide respondents with a pre-selected list of community-service agencies.¹ In addition, ask the following questions of each agency:
 1. Does it use volunteers? Who is the contact person for volunteers?
 2. What is the agency's purpose?
 3. What tasks will volunteers perform? Are tasks related to the agency's purpose?

¹ For assistance in forming partnerships with community-service agencies, see "Forming Interagency Partnerships," *Peer Justice and Youth Empowerment*, page 86, available through the National Youth Court Center.

4. Where is the agency located? How will respondents get there?
5. Insurance coverage: How will respondents be covered for injury and liability?

PROCEDURE

Tell respondents that in order to complete their community-service requirement, they are going to volunteer at a community-service agency. Explain that they are responsible for choosing and contacting an agency.

HANDOUT

Give each respondent a copy of Handout Three (A)—Volunteering. Have them review the Youth Instructions. Answer any questions respondents may have. *Make sure respondents know who is acting as the project supervisor at each stage of a community service-learning project.*

READING

Allow time to read the handout. If they are working as a group, have them read aloud.

VOLUNTEER QUESTIONS

Respondents who volunteer at a community-service agency are required to answer three sets of questions.

1. Contact Info
2. Agency Purpose
3. Stop and Think

Review the Volunteer Questions with respondents and answer any questions they may have. **Important!** Respondents must use the Agency Check Point to secure the signature and a notation of service hours from a Contact Person at the community-service agency.

CHECK POINTS

Review the Agency Check Point and Hours Completed and sign off on each respondent's completed handout.

HANDOUT THREE (A)

Name _____

VOLUNTEERING**YOUTH INSTRUCTIONS**

1. Complete the Reading.
2. Choose an agency from the youth court list.
3. Fill out the **Contact Info** on the handout.
4. Go to work at the agency.
5. Answer the **Agency Purpose** questions on the handout.
6. Have a **Contact Person** at the agency sign the **Agency Check Point** when you have finished your volunteer work. Have them write the total **Hours Completed**, the time you spent working at the agency.
7. Complete the **Stop and Think** activity.
8. Have your supervisor sign the **Check Point**.

READING

As part of your youth court assignment, you are going to give back to the community by volunteering at a *community-service agency*.

Community-service agencies are different from other organizations. Their purpose is to improve the community. They do not make money. In order to keep running, most community-service agencies are supported by tax money, donations, or money from grants. Many depend on volunteers to help them with their goals. That's where you fit in—you are going contribute your time, talent, and energy to the community by volunteering at a service agency.

Your supervisor has a list of community-service agencies where you can volunteer. Look over the list. To choose the agency that is best for you, answer these questions:

- What does this agency do?
- What are your interests? What are your talents?
- How can you use your interests and talents to help this agency?
- What can YOU learn by working at this agency?
- Where is this agency? Is it near your school or home?

(See other side)

HANDOUT THREE (A)

Name _____

VOLUNTEER (PAGE 2)**CONTACT INFO**

Agency name: _____

Address: _____

Phone number: _____

Contact person (Who is in charge of volunteers?): _____

Transportation (How will you get there?): _____

Community service-learning hours (How many hours do you need?): _____

Dates and times for volunteering: _____

AGENCY PURPOSE

1. What problem or problems does the agency address?
2. How does the agency deal with these problems?
3. Do they do a good job? Why or why not?

AGENCY CHECK POINT**HOURS COMPLETED** __________
(Agency Contact Person Signature)_____
(date)**STOP AND THINK**

1. What tasks did you do?
2. How did you use your OWN interests and talents to help the agency?
3. What did you learn?
4. How did you feel about your community service-learning experience?

SUPERVISOR CHECK POINT**HOURS COMPLETED** __________
(Supervisor Signature)_____
(date)

STEP THREE (B)—BUILDING YOUR OWN SUPERVISOR GUIDE

OVERVIEW

In this community service-learning option, respondents plan and complete an action project.

First, respondents choose a community problem they want to work on. Next, they complete an action plan and present it to other youth court participants. Then, respondents use the action plan as a guide to complete their community service-learning project. In addition, respondents are required to keep track of their hours and reflect on their community service-learning experience.

SKILLS AND OBJECTIVES

Respondents will be able to . . .

- Choose a community problem that can be addressed with a service project.
- Work cooperatively as a group.
- Explore the community for resources (partners and materials).
- Make an action plan and use it to complete a project.
- Evaluate their project in terms of self and community improvement.

MATERIALS & PREPARATION

- Handout Three (B)—Building Your Own—1 copy for each respondent
- Brainstorm Lists from Step Two—What's the Problem?
- This community service-learning option requires respondents to work in small, supervised groups.
- See the National Youth Court Center's 12-Month Public Awareness and Service Campaign on page 83 for guidance on how to plug-in to national service projects.

PROCEDURE

Tell respondents that they are going to:

1. Choose a community problem they want to work on.
2. Plan a project to deal with a community problem they think is interesting and important.

HANDOUT

Have respondents work in small groups. Give each group a copy of Handout Three (B)—Building Your Own. Have them review the Youth Instructions. Answer any questions respondents may have. *Make sure respondents know who is acting as the project supervisor at each stage of a community service-learning project.*

READING

Have respondents work in small groups. Allow time to read the handout.

CHOOSE A PROBLEM

Have respondents work together to make a list of community problems on a large sheet of paper. If possible, have respondents brainstorm additional problem areas and add them to the **Brainstorm List of Five Community Problems** they completed on **Handout Two—What's the Problem?**

Have respondents consider each problem on the list by asking: Will working on this problem. . .

1. Use your skills, talents, and interests?
2. Help you learn something about yourself and your community?
3. Be fun and interesting?
4. Have a positive impact on the community?

Have respondents choose the problem they want to address with a community service-learning project.

Important! Don't choose a problem that is too big or too little. For example, don't choose a problem like crime. That would be too big and you could never solve the whole problem of crime. Don't choose a problem that is too small to be important or interesting. To be successful, tackle a problem big enough to be important and interesting but small enough that you can *do something* about it!

PLAN THE PROJECT

Explain that respondents are going to create a plan to build their own service project. Tell them to:

1. Work as a group.
2. Discuss each Action Plan step.
3. Write clear answers in the spaces provided.

Optional: Have respondents contact community groups and individuals. Learning how to reach out to the community builds civic-participation skills.

REPORTING

Before they begin their project, have respondents report on their Action Plan to you and other youth court participants. Reporting helps respondents clarify problems, goals, and strategies.

GO TO WORK!

Have respondents follow their Action Plans to complete their community service-learning projects. *Make sure respondents know who is acting as the project supervisor at each stage of a community service-learning project.*

STOP AND THINK

After they have completed their projects, have respondents answer the Stop and Think questions.

CHECK POINTS

- Sign off on the Action Plan Check Point before respondents begin their project.
- Review the Hours Completed and sign off on the Final Check Point.

BUILDING YOUR OWN

YOUTH INSTRUCTIONS

1. Complete the Reading.
2. Choose a Problem.
3. Make an **Action Plan** to address the problem.
4. Report to others on your **Action Plan**.
5. Have your supervisor sign the **Action Plan Check Point**.
6. Put your **Action Plan** to work.
7. Answer the **Stop and Think** questions.
8. Write the total **Hours Completed**, the time you spent working on the project.
9. Have your supervisor sign the **Final Check Point**.

READING

You are going to build your own action project to deal with a community problem you think is important. To build your own action project you will:

1. Choose a problem.
2. Plan the project.

CHOOSE A PROBLEM

To choose a problem write a list of community problems on a large sheet of paper. For each problem ask: Will working on this problem. . .

1. Use your skills, talents, and interests?
2. Help you learn something about yourself and your community?
3. Be fun and interesting?
4. Have a positive impact on the community?

Important! Don't choose a problem that is too big or too little. For example, don't choose a problem like crime. That would be too big and you could never solve the whole problem of crime. Don't choose a problem that is too small to be important or interesting. To be successful, tackle a problem big enough to be important and interesting but small enough that you can *do something* about it!

Choose the community problem you are going to work on.

PLAN THE PROJECT

Take the time to make an Action Plan. You will save time and effort. Why? Because you will know where you're going and how to get there.

To make an Action Plan, follow the steps below. Discuss each step. Write a clear answer. Each step influences the others. Make sure they all fit together. Make sure your plan has a positive impact on the community.

BUILDING YOUR OWN (PAGE 2)**ACTION PLAN**

Step One. What's the Problem? How does this problem influence your lives? How does it impact the lives of other people—your family, friends, people at school, and others in your community? What are some causes and consequences of the problem?

Problem:

Who does it impact?

Causes:

Consequences:

Step Two. Goal. What do you want to achieve? How will your goal help the community?

Step Three. Name. Have the name describe your project goal.

Step Four. Tasks. What do you have to do? Write down each task, how long it will take, and who will do it. Be specific! This is the road map for your action project.

Task:

Time Needed:

Who Does What?:

Step Five. People and materials. Who will support your project? List people who can help you. What materials do you need to complete your project? Where will you get them?

Partners:

Material:

(See other side)

BUILDING YOUR OWN (PAGE 3)**REPORTING**

Before you begin your project, report on your Action Plan to your supervisor and other youth court participants. Reporting helps you clarify problems, goals, and strategies.

Step Six. Go to Work! Follow your action plan to complete your Action Project. Good luck!

Stop and Think Use the Stop and Think Tips to measure the success of your Action Project. Answer these questions:

- What did you do in your Action Project?

- What did you learn about your community?

- What did you learn about yourself?

- If you worked as a team, did you work well together? Why or why not?

- How could you do this project better next time?

FINAL CHECK POINT**HOURS COMPLETED** __________
(Supervisor Signature)_____
(date)

STEP THREE (C)—DONE IN A DAY PROJECTS

SUPERVISOR GUIDE

OVERVIEW

In this community service-learning option, respondents complete a series of short, four- to 10-hour projects designed to give back to the community.

Done in a Day projects are exactly what they appear to be—simple projects that can be done in a day. Most Done in a Day projects are also designed to be implemented during weekends, an important factor for attracting project supervisors and other volunteers, and to accommodate respondent schedules during the school year.



Several Done in a Day projects are Plug-In projects. Plug-In projects are larger, ongoing efforts, often implemented in partnership with other agencies. They require advanced planning and maintenance, but have the advantages of:

- Allowing respondents to “plug-in” to a larger community-service project for a day or a weekend.
- Functioning as ongoing sources for community service.
- Helping youth courts form meaningful partnerships with other agencies.
- Improving youth court visibility in the community.

Done in a Day Handouts are two-sided replicable worksheets. Side One is a Supervisor Guide that includes the title and purpose of the project, the time, materials, number of participants required, suggestions for supervisor preparation, and contact information for the youth court or other group who contributed the project.

Side Two is a respondent handout that includes Youth Instructions, Action

Steps, a space to record hours completed, a Stop and Think reflection component, and a supervisor’s Check Point.

SKILLS AND OBJECTIVES

Respondents will be able to . . .

- Follow a project plan and be responsible for its completion.
- Reach out to the community, its people and resources.
- Work cooperatively with others.
- Evaluate the role of service for the good of the community and themselves.

MATERIALS & PREPARATION

- The role of supervisor for a Done in a Day project will vary according to (1) each youth court’s needs and resources and (2) the nature of the project. A project supervisor might be a youth court coordinator, a qualified adult volunteer, a teacher or school administrator, a social-services professional, a qualified member of a community organization where the project is taking place, an outside resource person who may have expertise in the project area, or a law-enforcement or probation officer.
- Preview the handouts to determine which projects are appropriate for your youth court. Projects vary in length, materials required, amount of supervision, number of participants, and transportation needs.

- Done in a Day handouts provide project instructions and require written answers to questions, service-hour totals, and supervisor signatures. Completed and signed handouts should be filed with the Youth Court coordinator or other responsible party.
- Although most Done in a Day projects are designed to be implemented in small groups, many can be done by individual respondents.
- Be prepared to supply respondents with the tools, materials, and transportation they need to complete the project.
- **Project suggested by:** Most Done in a Day Projects were suggested by existing youth courts. You may want to learn more about how they made their project a success. Call or check with the National Youth Court Center www.youthcourt.net for up-to-date contact information on project contributors.

Optional: When possible, have respondents contact community groups and individuals. Learning how to reach out to the community builds civic-participation skills.

PROCEDURE

Tell respondents that they are going to participate in an action project that can be done in a day and will help them give back to the community.

Important! Each Done in a Day project is worth four to 10 sentencing hours. Respondents may need to complete more than one project to fulfill their youth court assignment.

HANDOUT

Give each respondent a copy of the Done in a Day project they will be completing. Have them review the **Youth Instructions and Action Steps**.

Respondents will need to discuss:

- **Tasks**—What needs to be done step-by-step?
- **Time Needed**—How much time will each step take?
- **Who Does What**—Who is going to do each task?

Answer any questions respondents may have. *Make sure respondents know who is acting as the project supervisor at each stage of a Done in a Day project.*

STOP AND THINK

After they have completed their projects, have respondents answer the **Stop and Think** questions on the handout.

Have respondents write an accurate record of the hours they spent working on the project. Sign the **Check Point** on each respondent's completed Done in a Day handout.



**DONE IN A DAY
PROJECT 1**

GRAFFITI PAINT-OUT

SUPERVISOR GUIDE

Description: Respondents paint over graffiti.

Purpose: Make the neighborhood a more attractive place to live.

Suggested hours of credit: 4-6 hours

Materials (tools and materials) needed: Paint, rollers, brushes, long handles, plastic buckets, rags, trash bags, ground cloths or plastic to cover floors and sidewalks.

Important! Wear old clothes.

People needed

Participants: 3-30 respondents, working in small groups of 3-5

Supervisors: 1 per small group

Transportation: Arrange transportation from a central meeting point.

SUPERVISOR PREP

1. Locate graffiti problem areas. Make a list of locations.
2. Arrange for donations of paint, rollers, and other materials.
3. Arrange transportation.
4. Paint graffiti sites.
5. Make sure respondents clean up after their work.
6. When they have finished their project, respondents must complete the Stop and Think activity and write an accurate record of their Hours Completed.
7. Sign the supervisor Check Point.

Who to contact: graffiti abatement or control; park and recreation director; business owners, community organizations; gang-intervention agencies; law enforcement

Optional: Have respondents contact community groups and individuals. Learning how to reach out to the community builds civic-participation skills.

Comments: Get permission from owners to paint out graffiti on private, government, or commercial property.

Important! Graffiti may be gang-generated. Check with local gang-intervention agencies or law enforcement officers about safety and security issues.

Project suggested by: Placer County Peer Court, (916) 663-9227

For Youth Instructions, see other side.



DONE IN A DAY PROJECT 1

Name _____

GRAFFITI PAINT-OUT

YOUTH INSTRUCTIONS

Follow the Action Steps below to complete your Done in a Day project. Before you begin, you will want to know:

- Tasks—What needs to be done step-by-step?
- Time Needed—How much time will each step take?
- Who Does What—Who is going to do each task?

Important! You may need to complete more than one project to fulfill your youth court assignment. Check with your supervisor.

ACTION STEPS

1. Check with your project supervisor for graffiti locations, work schedule, and painting tools and materials.
2. You will be working with paint. Wear old clothes.
3. Paint out graffiti.
4. Clean up any spilled paint from the ground or sidewalks. Don't take away from the job you have done by leaving a mess!
5. When you have finished your project, complete the Stop and Think activity. Keep a record of the Hours Completed, the time you spent working on the project.
6. Have your supervisor sign the Check Point.

STOP AND THINK

- What did you do today?
- What did you learn about your community?
- What did you learn about yourself?
- If you worked as a team, did you work well together? Why or why not?
- How could you do this project better next time?

CHECK POINT

(Supervisor Signature)

HOURS COMPLETED _____

(date)

GIVING BACK

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SKATEBOARD PARK PATROL

SUPERVISOR GUIDE

Description: Respondents clean, paint, and plant at skate parks and other skateboard-ing areas.

Purpose: To maintain skateboard sites and make them safer and more attractive.

Suggested hours of credit: 4-8 hours

Materials (tools and materials) needed: Brooms, shovels, rakes, paint, brushes, plants

People needed

Participants: 3-30 respondents, working in small groups of 2-5

Supervisors: 1 per small group

Transportation: Arrange transportation from a central meeting point.

SUPERVISOR PREP

1. Make a list of skate parks or other skateboarding areas.
2. Check with skate park directors and others for improvement suggestions. Look for ways to make skateboard areas safer.
3. Secure permission from property owners and local authorities to conduct a skate-board area maintenance day.
4. Secure the tools and materials you will need.
5. Arrange transportation.
6. Remind property owners and local authorities that today is a skateboard area main-tenance day.
7. Make sure respondents clean up after their work.
8. When they have finished their project, respondents must complete the Stop and Think activity and write an accurate record of their Hours Completed.
9. Sign the supervisor Check Point.

Who to contact: skateboard park directors; park and recreation department staff; local merchants

Optional: Have respondents contact community groups and individuals. Learning how to reach out to the community builds civic-participation skills.

Comments: Ideal for skateboard-related offenses.

Project suggested by: Placer County Peer Court, (916) 663-9227

For Youth Instructions, see other side.



DONE IN A DAY PROJECT 2

Name _____

SKATEBOARD PARK PATROL

YOUTH INSTRUCTIONS

Follow the Action Steps below to complete your Done in a Day project. Before you begin, you will want to know:

- Tasks—What needs to be done step-by-step?
- Time Needed—How much time will each step take?
- Who Does What—Who is going to do each task?

Important! You may need to complete more than one project to fulfill your youth court assignment. Check with your supervisor.

ACTION STEPS

1. Check with your project supervisor for the location of skate parks or other skateboarding areas, work schedules, and cleaning tools and materials.
2. Look for ways to make skateboard areas safer.
3. Sweep, pick up trash and debris, paint, plant flowers, trees, or other vegetation.
4. Clean up after your work. You don't want to leave a mess of your own!
5. When you have finished your project, complete the Stop and Think activity. Keep a record of the Hours Completed, the time you spent working on the project.
6. Have your supervisor sign the Check Point.

STOP AND THINK

- What did you do today?
- What did you learn about your community?
- What did you learn about yourself?
- What was the best thing about your Done in a Day project?
- How could you do this project better next time?

CHECK POINT

HOURS COMPLETED _____

(Supervisor Signature)

(date)

GIVING BACK

30



MULTICULTURAL FESTIVAL

SUPERVISOR GUIDE

Description: Respondents participate in the running of a one-day festival.

Purpose: To give young people an opportunity to gain an appreciation for other cultures.

Suggested hours of credit: 8-10 hours. This is a **Plug-In** project. Respondents are NOT expected to participate in the entire project.

Materials (tools and materials) needed: Festival location, booths, ethnic food, clothing, etc.

People needed

Participants: 3-30 respondents working in small groups of 2-5

Supervisors: 1 per small group

Transportation: Up to respondent or to be arranged by supervisor

SUPERVISOR PREP

1. Arrange for volunteers, partnering organizations to contribute ethnic foods, clothing, music, other cultural items.
2. Find a school, church, park, or other local government facility to donate space for the festival.
3. Work with volunteers and partners to plan and implement the festival.
4. Make sure respondents clean up after their work.
5. When they have finished their project, respondents must complete the Stop and Think activity and write an accurate record of their Hours Completed.
6. Sign the supervisor Check Point.

Who to contact: School staff, local community groups, churches, park and recreation department, local and national service clubs

Optional: Have respondents contact community groups and individuals. Learning how to reach out to the community builds civic-participation skills.

Comments: This is a **Plug-In** project. It can be implemented in partnership with other agencies and requires considerable advanced planning but improves youth court visibility in the community.

Project suggested by: Placer County Peer Court, (916) 663-9227

For Youth Instructions, see other side.



DONE IN A DAY PROJECT 3

Name _____

MULTICULTURAL FESTIVAL

YOUTH INSTRUCTIONS

Follow the Action Steps below to complete your Done in a Day project. Before you begin, you will want to know:

- Tasks—What needs to be done step-by-step?
- Time Needed—How much time will each step take?
- Who Does What—Who is going to do each task?

Important! You may need to complete more than one project to fulfill your youth court assignment. Check with your supervisor.

ACTION STEPS

1. Check with your supervisor to find the time, place, tools and materials you will need to "plug-in" to the project.
2. Set up booths, sell food and crafts, keep the festival grounds clean.
3. Break down the booths.
4. Clean up after your work. Don't take away from the job you have done by leaving a mess of your own!
5. When you have finished your project, complete the Stop and Think activity. Keep a record of the Hours Completed, the time you spent working on the project.
6. Have your supervisor sign the Check Point.

STOP AND THINK

- What did you do today?
- What did you learn about your community?
- What did you learn about yourself?
- If you worked as a team, did you work well together? Why or why not?
- How could you do this project better next time?

CHECK POINT

HOURS COMPLETED _____

(Supervisor Signature)

(date)

GIVING BACK

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SENIOR ASSISTANCE

SUPERVISOR GUIDE

Description: Respondents volunteer to help elderly residents with physical tasks that are difficult for seniors to complete—clean yards, wash windows, mow lawns, weed, haul trash, change light bulbs, do minor repairs, grocery shop, collect mail, shovel snow, split and stack wood.

Purpose: To aid seniors, connect kids to another generation, clean up the community.

Suggested hours of credit: 4–8 hours

Materials (tools and materials) needed: Rakes, shovels, gloves, trash bags, weed-eater, etc.

People needed

Participants: 2–20 respondents in groups of 2–3

Supervisors: 1 per group

Transportation: Arrange transportation from a central meeting point.

SUPERVISOR PREP

1. Contact Office of the Aging or other human service agencies for a list of seniors requiring assistance.
2. Determine necessary tasks and notify residents of upcoming cleanup day.
3. Gather necessary tools and materials.
4. Arrange transportation.
5. Sweep, paint, haul heavy trash, clean yards, plant vegetation.
6. Make sure respondents clean up after their work.
7. When they have finished their project, respondents must complete the Stop and Think activity and write an accurate record of their Hours Completed.
8. Sign the supervisor Check Point.

Who to contact: Code enforcement officer, Office of the Aging and other human service agencies, neighborhood associations, mobile home parks

Optional: Have respondents contact community groups and individuals. Learning how to reach out to the community builds civic-participation skills.

Comments: Provides a great opportunity to break down negative youth and senior stereotypes. Mobile home parks often have a high percentage of elderly residents.

Project suggested by: Placer County Peer Court, (916) 663-9227; Pima County Teen Court, (520) 884-8799; La Pine Teen Court, (541) 536-5002; Owego Youth Services, (607) 687-2233

For Youth Instructions, see other side.



**DONE IN A DAY
PROJECT 4**

Name _____

**SENIOR ASSISTANCE
YOUTH INSTRUCTIONS**

Follow the Action Steps below to complete your Done in a Day project. Before you begin, you will want to know:

- Tasks—What needs to be done step-by-step?
- Time Needed—How much time will each step take?
- Who Does What—Who is going to do each task?

Important! You may need to complete more than one project to fulfill your youth court assignment. Check with your supervisor.

ACTION STEPS

1. Check with your project supervisor for the time, place, tools and materials you will need for a cleanup day.
2. You may be doing yard cleanup. Wear old clothes.
3. Sweep, paint, haul heavy trash, clean yards, plant vegetation.
4. Clean up after your work. Don't take away from the job you have done by leaving a mess of your own!
5. When you have finished your project, complete the Stop and Think activity. Keep a record of the Hours Completed, the time you spent working on the project.
6. Have your supervisor sign the Check Point.

STOP AND THINK

- What did you do today?
- What did you learn about your community?
- What did you learn about yourself?
- If you worked as a team, did you work well together? Why or why not?
- How could you do this project better next time?

CHECK POINT

HOURS COMPLETED _____

(Supervisor Signature)

(date)

GIVING BACK

34



"DID YOU PAY FOR THAT?"

SUPERVISOR GUIDE

Description: Respondents give a presentation to pre-teens about the causes and consequences of shoplifting, tobacco, alcohol or drug abuse, assault, etc.

Purpose: To put respondents in a mentoring role and help pre-teens learn from respondents' experience.

Suggested hours of credit: 4-6 hours

Materials (tools and materials) needed: drawing materials (magic markers, large pad of paper, easel)

People needed

Participants: 3-10

Supervisors: 1 per small group

Transportation: Arrange transportation from a central meeting point.

SUPERVISOR PREP

1. Find an elementary school or community agency where respondents can speak to younger kids. Recommended audience age is 10-12 years old. Partner with Boys & Girls Clubs, Girl Scouts, Boy Scouts, YMCA, neighborhood centers.
2. Have respondents prepare presentations. They should make notes about what they are going to say. Respondents can relate their experience as a story or as a dramatic skit. They can use magic markers and a large pad of paper to illustrate their presentation.
3. Transport respondents to the presentation site.
4. Arrange for a question-and-answer period following the presentation.
5. When they have finished their project, respondents must complete the Stop and Think activity and write an accurate record of their Hours Completed.
6. Sign the supervisor Check Point.

Who to contact: Elementary school staff; Boys & Girls Clubs, Girl Scouts, Boy Scouts, YMCA, neighborhood centers.

Optional: Have respondents contact community groups and individuals. Learning how to reach out to the community builds civic-participation skills.

Comments: Helpful resources include children's books on shoplifting and theft (*We're in Big Trouble*, *Blackboard Bear* by Martha Alexander, *The Gold Coin* by Alma Flor Ada).

Helpful web sites include:

www.howstuffworks.com/anti-shoplifting-device.htm

kidshealth.org/teen/safety/help/shoplifting.html

www.ilps.com/index.htm

Project suggested by: Pima County Teen Court, (520) 884-8799

For Youth Instructions, see other side.



"DID YOU PAY FOR THAT?"

YOUTH INSTRUCTIONS

Follow the Action Steps below to complete your Done in a Day project. Before you begin, you will want to know:

- Tasks—What needs to be done step-by-step?
- Time Needed—How much time will each step take?
- Who Does What—Who is going to do each task?

Important! You may need to complete more than one project to fulfill your youth court assignment. Check with your supervisor.

ACTION STEPS

1. Find out from your project supervisor the time, place, and supplies you will need to give a presentation to pre-teens about your youth court experience. Your presentation will help pre-teens learn from your experience with shoplifting or other offenses.
2. Prepare your presentation. Make notes of what you are going to say. You will be speaking to younger kids. You can tell what happened as a story or as a dramatic skit. You can use magic markers and a large pad of paper to illustrate your ideas.
3. Go to the site. Give the presentation. Allow the younger kids and the teacher to ask you questions. Answer them honestly.
4. When you have finished your project, complete the Stop and Think activity. Keep a record of the Hours Completed, the time you spent working on the project.
5. Have your supervisor sign the Check Point.

STOP AND THINK

- What did you do today?
- What did you learn about your community?
- What did you learn about yourself?
- If you worked as a team, did you work well together? Why or why not?
- How could you do this project better next time?

CHECK POINT

HOURS COMPLETED _____

(Supervisor Signature)

(date)



READING TO THE ELDERLY

SUPERVISOR GUIDE

Description: Respondents visit elder care residences and read to seniors.

Purpose: To make connections between generations.

Suggested hours of credit: 4-6 hours

Materials (tools and materials) needed: Books, paper, pencils, library card, or other means of identification

People needed

Participants: 1-10 respondents

Supervisors: 1-2 per group

Transportation: Arrange transportation from a central location (school or library).

SUPERVISOR PREP

1. Contact assisted-care residences to determine (a) need for young readers and (b) availability of books at the facility. Also contact the local Commission on Aging for a list of elderly shut-ins.
2. Contact school and public librarians willing to advise young readers on suitable titles for elderly listeners.
3. If respondents do not have library cards, arrange with a librarian to help respondents apply. Library cards are usually given out free of charge. Respondents need to bring identification and any document proving their residence.
4. Have respondents work with librarians to select suitable reading material for senior citizens.
5. Transport respondents to facility.
6. Have them read to individuals or small groups.
7. When they have finished their project, respondents must complete the Stop and Think activity and write an accurate record of their Hours Completed.
8. Sign the supervisor Check Point.

Who to contact: Commission on Aging, assisted-care residences, school and public librarians

Optional: Have respondents contact community groups and individuals. Learning how to reach out to the community builds civic-participation skills.

Comments: This project can be reversed. Elderly residents can work with respondents with reading difficulties.

Project suggested by: Longview Teen Court, (903) 753-9701

For Youth Instructions, see other side.



READING TO THE ELDERLY

YOUTH INSTRUCTIONS

Follow the Action Steps below to complete your Done in a Day project. Before you begin, you will want to know:

- **Tasks**—What needs to be done step-by-step?
- **Time Needed**—How much time will each step take?
- **Who Does What**—Who is going to do each task?

Important! You may need to complete more than one project to fulfill your youth court assignment. Check with your supervisor.

ACTION STEPS

1. Check with your project supervisor for time, place, and supplies you will need to read to senior citizens.
2. Determine a day and time when you can visit the facility.
3. Contact the school or public librarian to help you contact books that would interest an elderly listener. Withdraw the books from the library.
4. If you do not have a library card, ask the librarian how to apply for one. Library cards are usually given out free of charge. Bring identification and any document—for example, an envelope with your address on it—that shows where you live.
5. Take the books to the facility. You can read to a small group or individuals.
6. When you have finished your project, complete the Stop and Think activity. Keep a record of the Hours Completed, the time you spent working on the project.
7. Have your supervisor sign the Check Point.

STOP AND THINK

- What did you do today?
- What did you learn about your community?
- What did you learn about yourself?
- If you worked as a team, did you work well together? Why or why not?
- How could you do this project better next time?

CHECK POINT

HOURS COMPLETED _____

(Supervisor Signature)

(date)



SAFE KIDS SUPERVISOR GUIDE

Description: Respondents learn safety training for young people from the Red Cross.

Purpose: To give back to the community by learning first-aid skills.

Suggested hours of credit: 4-6 hours

Materials (tools and materials) needed: None

People needed

Participants: 1-10 respondents

Supervisors: certified Red Cross trainer(s)

Transportation: Up to respondent or to be arranged by supervisor

SUPERVISOR PREP

1. Contact the local chapter of the American Red Cross.
2. Determine the availability of Safe Kids, Home Alone, and other Red Cross training programs for young people.
3. Prepare contact information for respondents.
4. The Red Cross certifies those who completes training programs. Check respondent training certificate.
5. Have respondents explain to others how they can take Red Cross training.
6. When they have finished their project, respondents must complete the Stop and Think activity and write an accurate record of their Hours Completed.
7. Sign the supervisor Check Point.

Who to contact: Local chapter of the American Red Cross

Optional: Have respondents contact community groups and individuals. Learning how to reach out to the community builds civic-participation skills.

Comments: The Red Cross certifies trainees as proof they completed the training.

Project suggested by: Constitutional Rights Foundation, www.crf-usa.org

For Youth Instructions, see other side.



DONE IN A DAY PROJECT 7

Name _____

SAFE KIDS YOUTH INSTRUCTIONS

Follow the Action Steps below to complete your Done in a Day project. Before you begin, you will want to know:

- Tasks—What needs to be done step-by-step?
- Time Needed—How much time will each step take?
- Who Does What—Who is going to do each task?

Important! You may need to complete more than one project to fulfill your youth court assignment. Check with your supervisor.

ACTION STEPS

1. Check with your project supervisor for locations and times of Red Cross safety training programs.
2. Attend the training.
3. The Red Cross issues certificates to those who complete their training programs. Show the certificate to your supervisor.
4. If possible, explain to other youth court respondents how they can take Red Cross training.
5. When you have finished your project, complete the **Stop and Think** activity. Keep a record of the **Hours Completed**, the time you spent working on the project.
6. Have your supervisor sign the Check Point.

STOP AND THINK

- What did you do today?
- What did you learn about your community?
- What did you learn about yourself?
- If you worked as a team, did you work well together? Why or why not?
- How could you do this project better next time?

CHECK POINT

HOURS COMPLETED _____

(Supervisor Signature)

(date)



THRIFT STORES

SUPERVISOR GUIDE

Description: Respondents volunteer at thrift stores set up to fund charities (Goodwill, Salvation Army, United Way).

Purpose: To give back to the community by volunteering at non-profit organizations.

Suggested hours of credit: 6-8 hours

Materials (tools and materials) needed: None

People needed

Participants: 1-5

Supervisors: 1 per small group

Transportation: Up to respondent or to be arranged by supervisor

SUPERVISOR PREP

1. Search the phone book under "Thrift Shops." Contact thrift shops that are run as fund-raisers for charities such as Goodwill and the Salvation Army.
2. Contact appropriate thrift shops to determine if they are willing to use youth court respondents as volunteers.
3. Make a list of non-profit, charitable thrifts for respondents to contact.
4. Respondents contact the thrift shop manager and set up a time to volunteer.
5. Respondents report for community service at the thrift shop.
6. When they have finished their project, respondents must complete the Stop and Think activity and write an accurate record of their Hours Completed.
7. Sign the supervisor Check Point.

Who to contact: Thrift shop managers

Optional: Have respondents contact community groups and individuals. Learning how to reach out to the community builds civic-participation skills.

Project suggested by: Palatine Peer Jury, (847) 359-9001

For Youth Instructions, see other side.



DONE IN A DAY PROJECT 8

Name _____

THRIFT STORES YOUTH INSTRUCTIONS

Follow the Action Steps below to complete your Done in a Day project. Before you begin, you will want to know:

- Tasks—What needs to be done step-by-step?
- Time Needed—How much time will each step take?
- Who Does What—Who is going to do each task?

Important! You may need to complete more than one project to fulfill your youth court assignment. Check with your supervisor.

ACTION STEPS

1. Check with your youth court supervisor for a list of thrift stores that are run as charities, where you can volunteer.
2. Check with your supervisor for ways to arrange work hours at a thrift store.
3. Report for community service at a thrift store.
4. When you have finished your project, complete the Stop and Think activity. Keep a record of the Hours Completed, the time you spent working on the project.
5. Have your supervisor sign the Check Point.

STOP AND THINK

- What did you do today?
- What did you learn about your community?
- What did you learn about yourself?
- If you worked as a team, did you work well together? Why or why not?
- How could you do this project better next time?

CHECK POINT

HOURS COMPLETED _____

(Supervisor Signature)

(date)



DON'T BE A CRIME VICTIM

SUPERVISOR GUIDE

Description: Respondents create a flier or poster about how to avoid becoming a victim of crime.

Purpose: To reduce the risk of crime.

Suggested hours of credit: 4-6 hours

Materials (tools and materials) needed: Writing or drawing materials (pens, pencils, or computer and printer, copier, magic markers, poster board)

People needed

Participants: 1-5

Supervisors: 1 project supervisor; 1 police community-relations officer; 1 art student

Transportation: Up to respondent or to be arranged by supervisor

SUPERVISOR PREP

1. Police departments often have a community relations officer who can talk to respondents about avoiding crime; or contact a victim advocacy agency, victim services unit of the district attorney's office, or conflict-management counselor in a school, local government, or community agency.
2. Contact the art department of a local college to secure the services of an art student to act as consultant for poster design.
3. Gather writing materials (flier) or drawing materials (poster) from a local office supply store.
4. Make sure respondents clean up after their work.
5. When they have finished their project, respondents must complete the Stop and Think activity and write an accurate record of their Hours Completed.
6. Sign the supervisor Check Point.

Who to contact: Law enforcement officer; conflict management counselor; art student; office supply store manager

Optional: Have respondents contact community groups and individuals. Learning how to reach out to the community builds civic-participation skills.

Project suggested by: Barbara A. Lewis, *The Kids Guide to Service Projects*, Free Spirit Press, Minneapolis

For Youth Instructions, see other side.



**DONE IN A DAY
PROJECT 9**

Name _____

DON'T BE A CRIME VICTIM

YOUTH INSTRUCTIONS

Follow the Action Steps below to complete your Done in a Day project. Before you begin, you will want to know:

- **Tasks**—What needs to be done step-by-step?
- **Time Needed**—How much time will each step take?
- **Who Does What**—Who is going to do each task?

Important! You may need to complete more than one project to fulfill your youth court assignment. Check with your supervisor.

ACTION STEPS

1. Check with your project supervisor for time and place where you can talk with a community-relations officer or conflict-management counselor about how to avoid being a victim of crime.
2. Interview them for tips and suggestions.
3. Use the tips and suggestions to (a) write a flier or (b) draw a poster about how to avoid being a victim of crime.
4. Copy your flier and distribute it in schools and other locations or display your poster in a public place.
5. When you have finished your project, complete the **Stop and Think** activity. Keep a record of the **Hours Completed**, the time you spent working on the project.
6. Have your supervisor sign the **Check Point**.

STOP AND THINK

- What did you do today?
- What did you learn about your community?
- What did you learn about yourself?
- If you worked as a team, did you work well together? Why or why not?
- How could you do this project better next time?

CHECK POINT

(Supervisor Signature)

HOURS COMPLETED _____

(date)

GIVING BACK

44



**DONE IN A DAY
PROJECT 10**

CREATE A DRUG-FREE ZONE

SUPERVISOR GUIDE

Description: Respondents make signs for a drug-free school or neighborhood area.

Purpose: To establish areas where young people regulate the prohibition of drug use.

Suggested hours of credit: 6–8 hours

Materials (tools and materials) needed: Plywood, plastic, or other durable, weather-proof signage material, paint, brushes

People needed

Participants: 1–5

Supervisors: 1 per group, working with arts counselor, school staff, park and recreation authorities

Transportation: Up to respondent or to be arranged by supervisor

SUPERVISOR PREP

1. Contact a school administrator or recreation director at a neighborhood park to get permission to create drug-free zones.
2. Gather contributions of signage materials from a local hardware store.
3. Working as a group, have respondents brainstorm ideas for drug-free slogans. (For brainstorm tips, see Handout Two—What's the Problem? on page 12 of this manual.)
4. Supervise installation of the signs.
5. Make sure respondents clean up after their work.
6. When they have finished their project, respondents must complete the **Stop and Think** activity and write an accurate record of their **Hours Completed**.
7. Sign the supervisor **Check Point**.

Who to contact: School administrator, park and recreation director, hardware store manager

Optional: Have respondents contact community groups and individuals. Learning how to reach out to the community builds civic-participation skills.

Project suggested by: Barbara A. Lewis, *The Kids Guide to Service Projects*, Free Spirit Press, Minneapolis

For Youth Instructions, see other side.



**DONE IN A DAY
PROJECT 10**

Name _____

CREATE A DRUG-FREE ZONE

YOUTH INSTRUCTIONS

Follow the Action Steps below to complete your Done in a Day project. Before you begin, you will want to know:

- **Tasks**—What needs to be done step-by-step?
- **Time Needed**—How much time will each step take?
- **Who Does What**—Who is going to do each task?

Important! You may need to complete more than one project to fulfill your youth court assignment. Check with your supervisor.

ACTION STEPS

1. Check with your project supervisor to secure permission from school or park and recreation authorities to install signs proclaiming your school or neighborhood as a drug-free zone.
2. Check with your supervisor to gather plywood, paint, and brushes for sign painting.
3. Work with other respondents to brainstorm slogans declaring an area to be a drug-free zone. Ask your supervisor for tips on brainstorming or see "Brainstorm Tips" on page 12 of this manual to create a list of slogans.
4. Paint the slogans on the signs.
5. Install the signs in the drug-free zone. Clean up after your work.
6. When you have finished your project, complete the **Stop and Think** activity. Keep a record of the **Hours Completed**, the time you spent working on the project.
7. Have your supervisor sign the **Check Point**.

STOP AND THINK

- What did you do today?
- What did you learn about your community?
- What did you learn about yourself?
- If you worked as a team, did you work well together? Why or why not?
- How could you do this project better next time?

CHECK POINT

HOURS COMPLETED _____

(Supervisor Signature)

(date)

GIVING BACK

46



**DONE IN A DAY
PROJECT 11**

ALL ABOUT SHOPLIFTING

SUPERVISOR GUIDE

Description: Respondents talk to managers of local stores to find out about shoplifting and its consequences, and then write a letter to the editor of the school or local paper about the subject.

Purpose: To raise young people's awareness about the consequences of shoplifting.

Suggested hours of credit: 4-8 hours

Materials (tools and materials) needed: Notepad and pencils or pens, letter-writing materials

People needed

Participants: 1-5

Supervisors: 1 per group

Transportation: Up to respondent or to be arranged by supervisor

SUPERVISOR PREP

1. Contact the editor of the school or local paper to determine if they would consider publishing a letter about shoplifting written by respondents.
2. Contact local merchants to determine if they would speak to respondents about the costs of shoplifting at their businesses.
3. Have respondents write letters. Check the letter before respondents send it to the school or local paper.
4. Display any completed letters at school or in the youth court.
5. When they have finished their project, respondents must complete the **Stop and Think** activity and write an accurate record of their **Hours Completed**.
6. Sign the supervisor **Check Point**.

Who to contact: Newspaper editor; local merchants

Optional: Have respondents contact community groups and individuals. Learning how to reach out to the community builds civic-participation skills.

Comments: Appropriate for shoplifting offenses but this activity could also apply to disorderly conduct, drug or alcohol abuse, curfew violations, criminal mischief, truancy, trespassing, etc.

Project suggested by: Barbara A. Lewis, *The Kids Guide to Service Projects*, Free Spirit Press, Minneapolis

For Youth Instructions, see other side.



**DONE IN A DAY
PROJECT 11**

Name _____

ALL ABOUT SHOPLIFTING

YOUTH INSTRUCTIONS

Follow the Action Steps below to complete your Done in a Day project. Before you begin, you will want to know:

- **Tasks**—What needs to be done step-by-step?
- **Time Needed**—How much time will each step take?
- **Who Does What**—Who is going to do each task?

Important! You may need to complete more than one project to fulfill your youth court assignment. Check with your supervisor.

ACTION STEPS

1. Check with your project supervisor for ways to interview storeowners who are willing to talk about shoplifting.
2. Make a list of questions to ask storeowners about shoplifting. "How many people get caught shoplifting every week/month?" "How much money do you lose to shoplifting?" "What do you do with shoplifters?" Think of other questions.
3. Interview store owners or managers about shoplifting. Use a notepad to write down the answers to your questions.
4. Write a letter explaining what happens when people shoplift. Make a copy to show your supervisor.
5. Send the letter to the editor of your school or local newspaper.
6. When you have finished your project, complete the **Stop and Think** activity. Keep a record of the **Hours Completed**, the time you spent working on the project.
7. Have your supervisor sign the **Check Point**.

STOP AND THINK

- What did you do today?
- What did you learn about your community?
- What did you learn about yourself?
- If you worked as a team, did you work well together? Why or why not?
- How could you do this project better next time?

CHECK POINT

HOURS COMPLETED _____

(Supervisor Signature)

(date)

GIVING BACK

48



**DONE IN A DAY
PROJECT 12**

BE A BUDDY

SUPERVISOR GUIDE

Description: Respondents spend time with children at a local homeless shelter.

Purpose: To give back to the community by visiting with homeless children.

Suggested hours of credit: 6-8 hours

Materials (tools and materials) needed: Toys, books

People needed

Participants: 1-5 respondents

Supervisors: 1 per group

Transportation: Up to respondent or to be arranged by supervisor

SUPERVISOR PREP

1. Contact local homeless shelters to determine the needs of homeless children.
2. Keep a list of homeless shelters for respondents to refer to.
3. Provide books or toys for respondents to read or use with younger children.
4. When they have finished their project, respondents must complete the **Stop and Think** activity and write an accurate record of their **Hours Completed**.
5. Sign the supervisor **Check Point**.

Who to contact: Homeless shelter manager or director

Optional: Have respondents contact community groups and individuals. Learning how to reach out to the community builds civic-participation skills.

Comments: Visits at homeless shelters require close supervision. **Important!** For liability reasons, respondents should not be allowed to leave the shelter with the child.

Project suggested by: Sarpy County Youth Court, (402) 593-2207

For Youth Instructions, see other side.



**DONE IN A DAY
PROJECT 12**

Name _____

**BE A BUDDY
YOUTH INSTRUCTIONS**

Follow the Action Steps below to complete your Done in a Day project. Before you begin, you will want to know:

- Tasks—What needs to be done step-by-step?
- Time Needed—How much time will each step take?
- Who Does What—Who is going to do each task?

Important! You may need to complete more than one project to fulfill your youth court assignment. Check with your supervisor.

ACTION STEPS

1. Check with your project supervisor for time and place where you could visit with young residents of a homeless shelter.
2. Check with your project supervisor for access to books or toys you can use with younger children.
3. Find out what the child you are visiting likes to do. **Important!** For liability reasons, you will not be allowed to leave the shelter with the child.

Complete your visit.

4. When you have finished your project, complete the **Stop and Think** activity. Keep a record of the **Hours Completed**, the time you spent working on the project.
5. Have your supervisor sign the **Check Point**.

STOP AND THINK

- What did you do today?
- What did you learn about your community?
- What did you learn about yourself?
- If you worked as a team, did you work well together? Why or why not?
- How could you do this project better next time?

CHECK POINT

HOURS COMPLETED _____

GIVING BACK

50



**DONE IN A DAY
PROJECT 13**

A DAY IN COURT SUPERVISOR GUIDE

Description: Respondents attend courtroom proceedings and report their findings to other youth court participants.

Purpose: To acquaint respondents with the workings of the justice system

Suggested hours of credit: 4-6 hours

Materials (tools and materials) needed: Notepad and pens or pencils

People needed

Participants: 1-5

Supervisors: 1 per group

Transportation: Up to respondent or to be arranged by supervisor

SUPERVISOR PREP

1. Look in the "Government Pages" under "Courts," or "Municipal Courts," or "Superior Courts." Call and ask the clerk of courts when bail hearings or trials are being conducted and determine if it is possible for respondents to observe a trial.
2. Contact the local court system to determine when and what trials are being conducted.
3. Notify clerk of courts or bailiffs that youth court respondents will be visiting the courtroom.
4. Respondents should take notes at the trial to answer the following questions: Who is involved in the trial process? What were the causes of the court proceedings? What were its consequences? How was each person (defendant, victim, families and friends of defendant and victim) impacted by the offense? How was the community impacted by the offense?
5. Have respondents report back on their courtroom experience to other youth court participants.
6. When they have finished their project, respondents must complete the **Stop and Think** activity and write an accurate record of their **Hours Completed**.
7. Sign the supervisor **Check Point**.

Who to contact: Clerk of courts

Optional: Have respondents contact community groups and individuals. Learning how to reach out to the community builds civic-participation skills.

Project suggested by: Palatine County Peer Jury, (847) 359-5001

For Youth Instructions, see other side.



**DONE IN A DAY
PROJECT 13**

Name _____

A DAY IN COURT

YOUTH INSTRUCTIONS

Follow the Action Steps below to complete your Done in a Day project. Before you begin, you will want to know:

- **Tasks**—What needs to be done step-by-step?
- **Time Needed**—How much time will each step take?
- **Who Does What**—Who is going to do each task?

Important! You may need to complete more than one project to fulfill your youth court assignment. Check with your supervisor.

ACTION STEPS

1. Check with your project supervisor for ways to attend a courtroom trial.
2. Take notes at the trial. Who is involved in the trial process? What were the causes of the court proceedings? What were its consequences? How was each person (defendant, victim, families and friends of defendant and victim) impacted by the offense? How was the community impacted by the offense?
3. Write down your opinions about the trial process. Was it fair? Was everyone treated equally?
4. Report what you learned to your supervisor and other youth court respondents.
5. When you have finished your project, complete the **Stop and Think** activity. Keep a record of the **Hours Completed**, the time you spent working on the project.
6. Have your supervisor sign the **Check Point**.

STOP AND THINK

- What did you do today?
- What did you learn about your community?
- What did you learn about yourself?
- If you worked as a team, did you work well together? Why or why not?
- How could you do this project better next time?

CHECK POINT

HOURS COMPLETED _____

(Supervisor Signature)

(date)



**DONE IN A DAY
PROJECT 14**

ADOPT A CEMETERY

SUPERVISOR GUIDE

Description: Cemetery cleanup

Purpose: To beautify the community and raise respondent awareness of community history.

Suggested hours of credit: 4-6 hours

Materials (tools and materials) needed: Rakes, shovels, clippers, gloves, trash bags

People needed

Participants: 1-20 respondents in small groups of 2-5

Supervisors: 1 per small group

Transportation: Up to respondent or to be arranged by supervisor

SUPERVISOR PREP

1. Contact the city department or church responsible for maintaining local cemeteries. Are they willing to be given assistance by your youth court?
2. Secure tools and materials needed.
3. Determine tasks that need attention on a regular basis.
4. Provide transportation to the cemetery from a central location. Allow time for a discussion about the grave stones and the stories they tell. Who is buried there? How old were they when they died? Were they young? Old? What was happening in America when they were born? When they died?
5. Make sure respondents clean up after their work.
6. When they have finished their project, respondents must complete the **Stop and Think** activity and write an accurate record of their **Hours Completed**.
7. Sign the supervisor **Check Point**.

Who to contact: Park and recreation staff, church custodian

Optional: Have respondents contact community groups and individuals. Learning how to reach out to the community builds civic-participation skills.

Comments: Can be a learning experience when supervisors and respondents review dates and notations on tomb stones and discuss community history. Have respondents bring notepads and pencils or pens.

Project suggested by: La Pine Teen Court, (541) 536-5002; Owego Youth Services, (607) 687-2233

For Youth Instructions, see other side.



ADOPT A CEMETERY

YOUTH INSTRUCTIONS

Follow the Action Steps below to complete your Done in a Day project. Before you begin, you will want to know:

- **Tasks**—What needs to be done step-by-step?
- **Time Needed**—How much time will each step take?
- **Who Does What**—Who is going to do each task?

Important! You may need to complete more than one project to fulfill your youth court assignment. Check with your supervisor.

ACTION STEPS

1. Check with your project supervisor for time, place, tools and materials you will need to clean up a local cemetery.
2. You will be doing outdoor work. Wear old clothes.
3. Go to work. Allow time to look at the grave stones. Who is buried there? How old were they when they died? Were they young? Old? What was happening in America when they were born? When they died?
4. Clean up after your work. Don't take away from the job by leaving a mess of your own!
5. When you have finished your project, complete the **Stop and Think** activity. Keep a record of the **Hours Completed**, the time you spent working on the project.
7. Have your supervisor sign the **Check Point**.

STOP AND THINK

- What did you do today?
- What did you learn about your community?
- What did you learn about yourself?
- If you worked as a team, did you work well together? Why or why not?
- How could you do this project better next time?

CHECK POINT

HOURS COMPLETED _____

(Supervisor Signature)

(date)



**DONE IN A DAY
PROJECT 15**

READ ALOUD SUPERVISOR GUIDE

Description: Respondents learn techniques for reading aloud to children and apply what they learn in after-school programs.

Purpose: To encourage literacy among younger students and reinforce the importance of reading.

Suggested hours of credit: 4-6 hours

Materials (tools and materials) needed: Books, writing materials (paper, pens, pencils)

People needed

Participants: 1-5 respondents

Supervisors: 1 per small group

Transportation: Van from school or library

SUPERVISOR PREP

1. Find an after-school program to partner with.
2. Get a list of suitable books from a school or public librarian.
3. If respondents do not have library cards, arrange with a librarian to help respondents apply. Library cards are usually given out free of charge. Respondents need to bring identification and a document proving their residence in the community.
4. Supervise a reading practice for respondents. If possible, have them practice out loud with a partner.
5. Review questions respondents will ask younger children. (What is the book about? What will happen next? What would you do if you were the main character? Did you know what the end would be?)
6. Answer any questions they may have.
7. Provide transportation from a central location.
8. When they have finished their project, respondents must complete the **Stop and Think** activity and write an accurate record of their **Hours Completed**.
9. Sign the supervisor **Check Point**.

Who to contact: Local school district; school or public librarians; YMCA/YWCA, Girl Scout, Learn and Serve America, and AmeriCorps programs

Optional: Have respondents contact community groups and individuals. Learning how to reach out to the community builds civic-participation skills.

Comments: This project can provide respondents with an opportunity to get acquainted with the library and apply for a library card. Have respondents contact a school or public librarian.

Project suggested by: Pima County Teen Court, (520) 884-8799

For Youth Instructions, see other side.



DONE IN A DAY PROJECT 15

Name _____

READ ALOUD YOUTH INSTRUCTIONS

Follow the Action Steps below to complete your Done in a Day project. Before you begin, you will want to know:

- Tasks—What needs to be done step-by-step?
- Time Needed—How much time will each step take?
- Who Does What—Who is going to do each task?

Important! You may need to complete more than one project to fulfill your youth court assignment. Check with your supervisor.

ACTION STEPS

1. Check with your project supervisor to find the time, place, and materials you will need to read aloud to children in an after-school program.
2. Pick out books from supervisor list or from school or public library.
3. If you do not have a library card, ask the librarian how to apply for one. Library cards are usually given out free of charge. Bring identification and any document—for example, an envelope with your address on it—that shows where you live.
4. Practice reading aloud with each book you choose. Use the following read-aloud tips: Hold the book so others can see, speak loudly and clearly, and make eye contact.
5. Think of questions to ask children before, during, and after you read. (What is the book about? What will happen next? What would you do if you were the main character? Did you know what the end would be?)
6. Bring your books to the after-school program. Read to small groups. Remember to ask questions about the book.
7. When you have finished your project, complete the **Stop and Think** activity. Keep a record of the **Hours Completed**, the time you spent working on the project.
8. Have your supervisor sign the **Check Point**.

STOP AND THINK

- What did you do today?
- What did you learn about your community?
- What did you learn about yourself?
- If you worked as a team, did you work well together? Why or why not?
- How could you do this project better next time?

CHECK POINT

HOURS COMPLETED _____

(Supervisor Signature)

(date)

GIVING BACK

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**DONE IN A DAY
PROJECT 16**



COMMUNITY GARDEN

SUPERVISOR GUIDE

Description: Respondents volunteer to help plant, cultivate, and maintain a community garden. Donate produce to a local food bank or homeless shelter.

Purpose: To feed the needy and lend efforts to an existing community project.

Suggested hours of credit: 4–8 hours. This is a **Plug-In** project. Respondents are NOT expected to participate in the entire project.

Materials (tools and materials) needed: Roto-tiller (borrowed), gardening tools and materials (to be donated by local business or supplied by community garden).

People needed

Participants: 3–30

Supervisors: 1–2 adults per 10 kids; 1 community gardener

Transportation: Up to respondent or to be arranged by supervisor

SUPERVISOR PREP

1. Locate a community garden in your area. Many such gardens are maintained on city or county land.
2. Determine whether volunteer respondents can work in the community garden.
3. Contact a food bank or homeless shelter to determine a need for donated produce.
4. Work with community gardeners to make a list of jobs for respondents.
5. Provide transportation from a central location.
6. After they have finished working, make sure respondents clean up.
7. When they have finished their project, respondents must complete the **Stop and Think** activity and write an accurate record of their **Hours Completed**.
8. Sign the supervisor **Check Point**.

Who to contact: park and recreation director; community gardeners; homeless shelter or food bank/pantry to determine need for donated produce. Note: Contact the media about youth court garden projects—great press!

Optional: Have respondents contact community groups and individuals. Learning how to reach out to the community builds civic-participation skills.

Comments: Start and maintain a youth court-sponsored community garden. This is a **Plug-In** project. It can be implemented in partnership with other agencies and requires considerable advanced planning but improves youth court visibility in the community.

Important! Limit use of power equipment to adults only!

Project suggested by: CRF, www.crf-usa.org; Owego Youth Services (607) 687-2233

For Youth Instructions, see other side.



**DONE IN A DAY
PROJECT 16**

Name _____

COMMUNITY GARDEN YOUTH INSTRUCTIONS

Follow the Action Steps below to complete your Done in a Day project. Before you begin, you will want to know:

- **Tasks**—What needs to be done step-by-step?
- **Time Needed**—How much time will each step take?
- **Who Does What**—Who is going to do each task?

Important! You may need to complete more than one project to fulfill your youth court assignment. Check with your supervisor.

ACTION STEPS

1. Check with your supervisor to find the time, place, and materials you will need to "plug-in" to a community garden project.
2. Wear old clothes. You will be doing outdoor work.
3. Clean up after your work.
4. When you have finished your project, complete the Stop and Think activity. Keep a record of the Hours Completed, the time you spent working on the project.
5. Have your supervisor sign the **Check Point**.

STOP AND THINK

- What did you do today?
- What did you learn about your community?
- What did you learn about yourself?
- If you worked as a team, did you work well together? Why or why not?
- How could you do this project better next time?

CHECK POINT

HOURS COMPLETED _____

(Supervisor Signature)

(date)



**DONE IN A DAY
PROJECT 17**

ANIMAL AID SUPERVISOR GUIDE

Description: Respondents help out at a local animal shelter.

Purpose: To give back to the community, develop an awareness of animals, and work in a community-funded agency.

Suggested hours of credit: 6-8 hours

Materials (tools and materials) needed: To be supplied by the shelter

People needed:

Participants: 1-5 respondents

Supervisors: 1 per small group

Transportation: Up to respondent or to be arranged by supervisor

SUPERVISOR PREP

1. Contact an animal shelter or pound. These facilities are usually run by local governments. Look in the Government pages of the phone book under "Animal Care," "Animal Control," or "Animal Shelters."
2. Determine if the facility is willing to work with youth court respondents.
3. Determine the nature of the work that respondents will be asked to do. Some animal shelter tasks may be inappropriate for young people.
4. When they have finished their project, respondents must complete the **Stop and Think** activity and write an accurate record of their **Hours Completed**.
5. Sign the supervisor **Check Point**.

Who to contact: City managers; animal shelter director; parents

Optional: Have respondents contact community groups and individuals. Learning how to reach out to the community builds civic-participation skills.

Comments: If possible, place respondents in no-kill shelters. These facilities are growing in numbers and popularity.

Project suggested by: South Box Elder Youth Court, (435) 723-3424

For Youth Instructions, see other side.



**DONE IN A DAY
PROJECT 17**

Name _____

ANIMAL AID YOUTH INSTRUCTIONS

Follow the Action Steps below to complete your Done in a Day project. Before you begin, you will want to know:

- **Tasks**—What needs to be done step-by-step?
- **Time Needed**—How much time will each step take?
- **Who Does What**—Who is going to do each task?

Important! You may need to complete more than one project to fulfill your youth court assignment. Check with your supervisor.

ACTION STEPS

1. Check with your project supervisor for ways to volunteer at the local animal shelter or pound.
2. You will be working with animals. Wear old clothes.
3. When you have finished your project, complete the **Stop and Think** activity. Keep a record of the **Hours Completed**, the time you spent working on the project.
4. Have your supervisor sign the **Check Point**.

STOP AND THINK

- What did you do today?
- What did you learn about your community?
- What did you learn about yourself?
- If you worked as a team, did you work well together? Why or why not?
- How could you do this project better next time?

CHECK POINT

HOURS COMPLETED _____

(Supervisor Signature)

(date)



PARK OR SCHOOL CLEANUP

SUPERVISOR GUIDE

Description: Adopt a park or school grounds and keep it clean as an ongoing project.

Purpose: To beautify public areas.

Suggested hours of credit: 6–8 hours. This is a **Plug-In** project. Respondents are NOT expected to participate in the entire project.

Materials (tools and materials) needed: Rakes, shovels, gloves, trash bags, pickup truck

People needed

Participants: 5–30 respondents in small groups of 2–5

Supervisors: 1 per small group

Transportation: Up to respondent or to be arranged by supervisor

SUPERVISOR PREP

1. Contact local schools or park and recreation department to determine public areas needing attention.
2. Arrange for donations of paint, rollers, and other materials.
3. Arrange transportation from a central meeting point.
4. Contact law enforcement officers. Notify them that respondents will be working in public areas.
5. Clean affected areas. Make sure respondents clean up after their work.
6. Make arrangements with contacts to return on an ongoing basis.
7. When they have finished their project, respondents must complete the **Stop and Think** activity and write an accurate record of their **Hours Completed**.
8. Sign the supervisor **Check Point**.

Who to contact: School staff; park and recreation department; local law enforcement; city council or other local government body

Optional: Have respondents contact community groups and individuals. Learning how to reach out to the community builds civic-participation skills.

Comments: This is a **Plug-In** project. It can be implemented in partnership with other agencies and requires considerable advanced planning but improves youth court visibility in the community.

Project suggested by: La Pine Teen Court, (541) 536-5002; Rio Rancho Teen Court, (505) 891-5999

For Youth Instructions, see other side.



**DONE IN A DAY
PROJECT 18**

Name _____

**PARK OR SCHOOL CLEANUP
YOUTH INSTRUCTIONS**

Follow the Action Steps below to complete your Done in a Day project. Before you begin, you will want to know:

- **Tasks**—What needs to be done step-by-step?
- **Time Needed**—How much time will each step take?
- **Who Does What**—Who is going to do each task?

Important! You may need to complete more than one project to fulfill your youth court assignment. Check with your supervisor.

ACTION STEPS

1. Check with your project supervisor to find out the time, place, tools and supplies you will need to "plug-in" to the project.
2. You will be doing cleaning work. Wear old clothes.
3. Clean up after your work. Don't take away from the job you have done by leaving a mess of your own!
4. When you have finished your project, complete the **Stop and Think** activity. Keep a record of the **Hours Completed**, the time you spent working on the project.
5. Have your supervisor sign the **Check Point**.

STOP AND THINK

- What did you do today?
- What did you learn about your community?
- What did you learn about yourself?
- If you worked as a team, did you work well together? Why or why not?
- How could you do this project better next time?

CHECK POINT

HOURS COMPLETED _____

(Supervisor Signature)

(date)

GIVING BACK

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**DONE IN A DAY
PROJECT 19**

NO DUMPING CAMPAIGN SUPERVISOR GUIDE

Description: Identify and clean up illegal dump sites.

Purpose: To keep the community clean and remove dangers of illegal dump sites (abandoned refrigerators, derelict autos, etc.).

Suggested hours of credit: 6-8 hours

Materials (tools and materials) needed: rakes, shovels, trash bags, pickup truck

People needed

Participants: 3-30 respondents in small groups of 3-5

Supervisor: 1 per small group

Transportation: Arrange for transportation from a central location.

SUPERVISOR PREP

1. Locate illegal dump sites.
2. Contact local sanitation agency. Since this is a city-sponsored cleanup, ask the local landfill to waive dump charges.
3. Contact adult volunteer(s) with pickup trucks. You will want to haul abandoned appliances and other junk to local landfills.
4. Transport respondents from a central location.
5. Clean the sites. While they are working, have respondents discuss the consequences of illegal dumping (pollution, danger to children, deterioration of the community).
6. Make sure respondents clean up after their work.
7. When they have finished their project, respondents must complete the **Stop and Think** activity and write an accurate record of their **Hours Completed**.
8. Sign the supervisor **Check Point**.

Who to contact: Code enforcement officer; local sanitation and landfill authorities

Optional: Have respondents contact community groups and individuals. Learning how to reach out to the community builds civic-participation skills.

Comments: "Adopt" the dump site and keep it clean as an ongoing project. Particularly appropriate for rural and suburban areas.

Project suggested by: Rio Rancho Teen Court, (505) 891-5990

For Youth Instructions, see other side.



**DONE IN A DAY
PROJECT 19**

Name _____

NO DUMPING CAMPAIGN YOUTH INSTRUCTIONS

Follow the Action Steps below to complete your Done in a Day project. Before you begin, you will want to know:

- **Tasks**—What needs to be done step-by-step?
- **Time Needed**—How much time will each step take?
- **Who Does What**—Who is going to do each task?

Important! You may need to complete more than one project to fulfill your youth court assignment. Check with your supervisor.

ACTION STEPS

1. Check with your project supervisor to determine where and when you will be working.
2. You will be cleaning. Wear old clothes.
3. Go to work. While you are working, discuss the consequences of illegal dumping (pollution, danger to children, deterioration of the community).
4. Clean up after your work. Don't take away from the job you have done by leaving a mess of your own!
5. When you have finished your project, complete the **Stop and Think** activity. Keep a record of the **Hours Completed**, the time you spent working on the project.
6. Have your supervisor sign the **Check Point**.

STOP AND THINK

- What did you do today?
- What did you learn about your community?
- What did you learn about yourself?
- If you worked as a team, did you work well together? Why or why not?
- How could you do this project better next time?

CHECK POINT

HOURS COMPLETED _____

(Supervisor Signature)

(date)



**DONE IN A DAY
PROJECT 20**



STREET FAIR SUPERVISOR GUIDE

Description: Respondents assist at youth court-sponsored street fairs and other community events.

Purpose: To give back to the community by street fairs or block parties to promote youth court and other youth agencies, programs, and services.

Suggested hours of credit: 4-8 hours. This is a **Plug-In** project. Respondents are NOT expected to participate in the entire project.

Materials (tools and materials) needed: As determined by event; vests or t-shirts to identify respondents as event staff

People needed

Participants: 3-30 working in small groups of 2-5

Supervisors: 1 per small group

Transportation: As determined by event

SUPERVISOR PREP

1. Find a school, church, park, or other local government facility to donate space for the festival. Local government may be willing to close off a street for a day.
2. Work with volunteers to plan and implement the festival.
3. Organize volunteers according to tasks: traffic control, garbage clean-up, event set-up, general clean up, event teardown, etc.
4. Make sure respondents clean up after their work.
5. Make arrangements with partners to plan and implement projects on an ongoing basis.
6. When they have finished their project, respondents must complete the **Stop and Think** activity and write an accurate record of their **Hours Completed**.
7. Sign the supervisor **Check Point**.

Who to contact: School staff, local youth-service agencies, churches, park and recreation department.

Optional: Have respondents contact community groups and individuals. Learning how to reach out to the community builds civic-participation skills.

Comments: This is a **Plug-In** project. It can be implemented in partnership with other agencies and requires considerable advanced planning but improves youth court visibility in the community.

Project suggested by: La Pine Teen Court, (541) 536-5002; Owego Youth Services, (607) 687-2233

For Youth Instructions, see other side.



Name _____

STREET FAIR YOUTH INSTRUCTIONS

Follow the Action Steps below to complete your Done in a Day project. Before you begin, you will want to know:

- Tasks—What needs to be done step-by-step?
- Time Needed—How much time will each step take?
- Who Does What—Who is going to do each task?

Important! You may need to complete more than one project to fulfill your youth court assignment. Check with your supervisor.

ACTION STEPS

1. Check with your supervisor to find the time, place, and materials you will need to "plug-in" to the project.
2. Set up booths, sell food and crafts, keep the festival grounds clean.
3. Break down the booths. Clean up after your work. Don't take away from the job you have done by leaving a mess of your own!
4. When you have finished your project, complete the **Stop and Think** activity. Keep a record of the **Hours Completed**, the time you spent working on the project.
5. Have your supervisor sign the **Check Point**.

STOP AND THINK

- What did you do today?
- What did you learn about your community?
- What did you learn about yourself?
- If you worked as a team, did you work well together? Why or why not?
- How could you do this project better next time?

CHECK POINT

HOURS COMPLETED _____

(Supervisor Signature)

(date)



ADOPT A ROAD

SUPERVISOR GUIDE

Description: Cleaning a road section adopted by the youth court program.

Purpose: To help maintain an attractive roadside.

Suggested hours of credit: 4–8 hours. This is a **Plug-In** project. Respondents are NOT expected to participate in the entire project.

Materials (tools and materials) needed: Rakes, shovels, weed whackers, gloves, appropriate clothes and safety vests.

People needed

Participants: 5–30 in small groups of 3–10

Supervisors: 1 per small group

Transportation: Youth court to provide transportation to and from site.

SUPERVISOR PREP

1. Make a list of potential highway areas where carefully supervised groups of respondents can work safely.
2. Consult with the local department of public works and/or state department of transportation regarding materials (tools and materials) work sites, supervision, permission, and liability.
3. Arrange for adult youth court volunteers to act as small-group supervisors.
4. Clean the site. Make sure volunteers are provided with day-glo safety vests, practice good safety procedures, and clean up after their work.
5. Make arrangements with partnering organizations to continue the project on an ongoing basis.
6. When they have finished their project, respondents must complete the **Stop and Think** activity and write an accurate record of their **Hours Completed**.
7. Sign the supervisor **Check Point**.

Who to contact: Local department of public works, state department of transportation, law enforcement, adult youth court volunteers

Optional: Have respondents contact community groups and individuals. Learning how to reach out to the community builds civic-participation skills.

Comments: Consult with transportation experts about safe sites and practices. Most adopt-a-road programs have signs along the section of road being cleaned. This is a great opportunity for the public to see your program name. This is a **Plug-In** project. It can be implemented in partnership with other agencies and requires considerable advanced planning but improves youth court visibility in the community.

Project suggested by: La Pine Teen Court, (541) 536-5002

For Youth Instructions, see other side.



**DONE IN A DAY
PROJECT 21**

Name _____

ADOPT A ROAD YOUTH INSTRUCTIONS

Follow the Action Steps below to complete your Done in a Day project. Before you begin, you will want to know:

- **Tasks**—What needs to be done step-by-step?
- **Time Needed**—How much time will each step take?
- **Who Does What**—Who is going to do each task?

Important! You may need to complete more than one project to fulfill your youth court assignment. Check with your supervisor.

ACTION STEPS

1. Check with your project supervisor to find out the time, place, tools and materials you will need to "plug in" to work safely on an Adopt a Road project.
2. Wear old clothes and a safety vest for visibility.
3. Take time to review safe maintenance practices. You are working by the highway!
4. Go to work. Work safely!
5. Clean up after your work. Don't take away from the job you have done by leaving a mess of your own!
6. When you have finished your project, complete the **Stop and Think** activity. Keep a record of the **Hours Completed**, the time you spent working on the project.
7. Have your supervisor sign the **Check Point**.

STOP AND THINK

- What did you do today?
- What did you learn about your community?
- What did you learn about yourself?
- If you worked as a team, did you work well together? Why or why not?
- How could you do this project better next time?

CHECK POINT

HOURS COMPLETED _____

(Supervisor Signature)

(date)



**DONE IN A DAY
PROJECT 22**



HOLIDAY GIFT BASKETS

SUPERVISOR GUIDE

Description: Respondents collect donations of food, clothing, etc., for families in need. Respondents "plug in" to the larger project by sorting donated items, packing holiday baskets, making deliveries.

Purpose: To give back to the community by working together to help others.

Suggested hours of credit: 4-8 hours. This is a **Plug-In** project. Respondents are NOT expected to participate in the entire project.

Materials (tools and materials) needed: Donations—non-perishable foods, clothing, toys; baskets, bags, or boxes for packaging handouts; decorations, or cards with holiday theme (Thanksgiving, Hanukkah, Christmas, Kwanza)

People needed

Participants: 3-30 respondents in small groups of 3-5

Supervisors: 1 per small group

Transportation: Up to respondent or to be arranged by supervisors; supervisors provide means of delivery for holiday baskets.

SUPERVISOR PREP

1. Contact local government or social service agencies for a list of organizations that administer to the needy and elderly (homeless shelters, battered women's shelters, United Way organizations, churches).
2. Contact a church or school to secure a large room with worktables for sorting, packing, and decorating holiday baskets.
3. Contact local businesses for (a) donations, (b) packing materials (baskets, boxes, bags).
4. Arrange for transportation of gift baskets to local agencies or individuals.
5. Make arrangements with partners to repeat the project on an ongoing basis.
6. When they have finished their project, respondents must complete the **Stop and Think** activity and write an accurate record of their **Hours Completed**.
7. Sign the supervisor **Check Point**.

Who to contact: local government human services coordinator, social service agencies, office on aging, churches, local Chamber of Commerce, local businesses

Optional: Have respondents contact community groups and individuals. Learning how to reach out to the community builds civic-participation skills.

Comments: This is a **Plug-In** project. It can be implemented in partnership with other agencies and requires considerable advanced planning but improves youth court visibility in the community. This project can also help break down negative stereotyping of youth.

Project suggested by: La Pine Teen Court, (541) 536-5002

For Youth Instructions, see other side.



**DONE IN A DAY
PROJECT 22**

Name _____

HOLIDAY GIFT BASKETS

YOUTH INSTRUCTIONS

Follow the Action Steps below to complete your Done in a Day project. Before you begin, you will want to know:

- **Tasks**—What needs to be done step-by-step?
- **Time Needed**—How much time will each step take?
- **Who Does What**—Who is going to do each task?

Important! You may need to complete more than one project to fulfill your youth court assignment. Check with your supervisor.

ACTION STEPS

1. Check with your supervisor to determine the time, place, and tools and supplies you will need to "plug in" to the gift basket project.
2. Show up at the agreed-upon time and go to work!
3. Deliver the baskets.
4. When you have finished your project, complete the **Stop and Think** activity. Keep a record of the **Hours Completed**, the time you spent working on the project.
5. Have your supervisor sign the **Check Point**.

STOP AND THINK

- What did you do today?
- What did you learn about your community?
- What did you learn about yourself?
- If you worked as a team, did you work well together? Why or why not?
- How could you do this project better next time?

CHECK POINT

(Supervisor Signature)

HOURS COMPLETED _____

(date)



**DONE IN A DAY
PROJECT 23**

LEADERS OF TOMORROW

SUPERVISOR GUIDE

Description: Respondents attend civic meetings (city council, town meeting, commission hearings) and report back what they experienced and learned.

Purpose: To educate youth about how local government works, encourage young people to become more active in community affairs, and raise adult awareness of young people's resources and needs.

Suggested hours of credit: 4-6 hours

Materials (tools and materials) needed: Writing materials

People needed

Participants: 3-30 respondents, working in small groups

Supervisors: 1 per small group

Transportation: Up to respondent or to be arranged by supervisors

SUPERVISOR PREP

1. Contact local government offices to determine schedules of civic meetings that are open to the public. If possible, determine what issues are being discussed.
2. Notify local government officials that you intend to bring youth court respondents to civic meetings.
3. Prepare a list of agenda issues for respondents.
4. Accompany respondents to the meeting. Have respondents take notes on the following questions: Who runs the meeting? What topics did they talk about? Did they make any decisions? How did they make decisions? Do any of the decisions have an impact on your life? Your school? Your community? How?
5. Have respondents report their civic meeting experience to other youth court participants.
6. When they have finished their project, respondents must complete the **Stop and Think** activity and write an accurate record of their **Hours Completed**.
7. Sign the supervisor **Check Point**.

Who to contact: City clerk, city council member's office

Optional: Have respondents contact community groups and individuals. Learning how to reach out to the community builds civic-participation skills.

Project suggested by: La Pine Teen Court, (541) 536-5002

For Youth Instructions, see other side.



**DONE IN A DAY
PROJECT 23**

Name _____

LEADERS OF TOMORROW

YOUTH INSTRUCTIONS

Follow the Action Steps below to complete your Done in a Day project. Before you begin, you will want to know:

- **Tasks**—What needs to be done step-by-step?
- **Time Needed**—How much time will each step take?
- **Who Does What**—Who is going to do each task?

Important! You may need to complete more than one project to fulfill your youth court assignment. Check with your supervisor.

ACTION STEPS

1. Check with your project supervisor to find the time and location of a local government meeting.
2. Find out from your supervisor what topics will be discussed at the meeting.
3. Attend the meeting. Take notes by asking the following questions: Who runs the meeting? What topics did they talk about? Did they make any decisions? How did they make decisions? Do any of the decisions have an impact on your life? Your school? Your community? How?
4. Report about your civic meeting experience to other youth court participants.
5. When you have finished your project, complete the **Stop and Think** activity. Keep a record of the **Hours Completed**, the time you spent working on the project.
6. Have your supervisor sign the **Check Point**.

STOP AND THINK

- What did you do today?
- What did you learn about your community?
- What did you learn about yourself?
- If you worked as a team, did you work well together? Why or why not?
- How could you do this project better next time?

CHECK POINT

(Supervisor Signature)

HOURS COMPLETED _____

(date)



**DONE IN A DAY
PROJECT 24**

FLOWER BOX PROJECT

SUPERVISOR GUIDE

Description: Respondents assemble and set flower boxes to beautify public areas.

Purpose: To beautify the neighborhood.

Suggested hours of credit: 4-6 hours

Materials (tools and materials) needed: Wood (pressure treated 4x4s), saws, hammers, nails, paint, paintbrushes, soil, flowers, wheelbarrow, shovel, and watering can

People needed

Participants: 3-15 in groups of 3-5

Supervisors: 1 per small group

Transportation: Truck, van, etc., to transport materials to flower box assembly site; van for delivery and installation

SUPERVISOR PREP

1. Contact an appropriate assembly site and get the support of the local public works department; determine suitable locations for installing flower boxes.
2. Design the boxes. Size can vary, according to needs of installation sites.
3. Purchase materials or solicit donations from local businesses or the public works department.
4. Pre-cut wood, arrange for delivery of soil and flowers.
5. Arrange transportation for respondents, boxes, and materials from assembly site to installation site(s).
6. After they have completed the project, make sure respondents clean up.
7. When they have finished their project, respondents must complete the **Stop and Think** activity and write an accurate record of their **Hours Completed**.
8. Sign the supervisor **Check Point**.

Who to contact: Public works department, local businesses (hardware stores and lumber yards)

Optional: Have respondents contact community groups and individuals. Learning how to reach out to the community builds civic-participation skills.

Comments: Local municipality may be able to offer help in terms of tools and materials and raw materials (lumber, dirt, flowers, paint). Also there are numerous grants to perform projects like this. Local businesses often donate materials for this type of project.

Project suggested by: Youth Courts of Broome County, (607) 729-9784

For Youth Instructions, see other side.



**DONE IN A DAY
PROJECT 24**

Name _____

FLOWER BOX PROJECT

YOUTH INSTRUCTIONS

Follow the Action Steps below to complete your Done in a Day project. Before you begin, you will want to know:

- **Tasks**—What needs to be done step-by-step?
- **Time Needed**—How much time will each step take?
- **Who Does What**—Who is going to do each task?

Important! You may need to complete more than one project to fulfill your youth court assignment. Check with your supervisor.

ACTION STEPS

1. Check with your project supervisor for time, place, and tools and materials you will need to participate in a flower box building project.
2. Use the materials provided by your project supervisor to assemble flower boxes.
3. Transport assembled boxes to sites where you will install the boxes, fill with soil, plant flowers, and wet down the soil.
4. Paint the outside surfaces of the boxes.
5. Clean up after your work. Don't take away from the job you have done by leaving a mess of your own!
6. When you have finished your project, complete the **Stop and Think** activity. Keep a record of the **Hours Completed**, the time you spent working on the project.
7. Have your supervisor sign the **Check Point**.

STOP AND THINK

- What did you do today?
- What did you learn about your community?
- What did you learn about yourself?
- If you worked as a team, did you work well together? Why or why not?
- How could you do this project better next time?

CHECK POINT

HOURS COMPLETED _____

(Supervisor Signature)

(date)



NON-PROFIT SIGNS

SUPERVISOR GUIDE

Description: Design and paint signs for non-profit agencies.

Purpose: To spruce up the community and make connections between youth and community-service agencies.

Suggested hours of credit: 5-8 hours

Materials (tools and materials) needed: Plywood, paint, brushes, paint thinner, sign-hanging hardware

People needed

Participants: 2-10 respondents

Supervisors: 1-2 per group

Transportation: As needed

SUPERVISOR PREP

1. Contact local non-profit agencies to arrange for sign painting.
2. Contact businesses for donations of materials.
3. Contact a local artist or school art department for help with sign design.
4. Arrange a central location for designing and painting signs.
5. Make sure respondents clean up after their work.
6. When they have finished their project, respondents must complete the **Stop and Think** activity and write an accurate record of their **Hours Completed**.
7. Sign the supervisor **Check Point**.

Who to contact: Non-profit agencies; school art department; local businesses

Optional: Have respondents contact community groups and individuals. Learning how to reach out to the community builds civic-participation skills.

Comments: Ask the non-profit agency to contribute sign-painting materials. If possible, have respondents work at the non-profit site to get them acquainted with the work of a community agency.

Project suggested by: Owego Youth Services, (607) 687-2233

For Youth Instructions, see other side.



**DONE IN A DAY
PROJECT 25**

Name _____

NON-PROFIT SIGNS

YOUTH INSTRUCTIONS

Follow the Action Steps below to complete your Done in a Day project. Before you begin, you will want to know:

- **Tasks**—What needs to be done step-by-step?
- **Time Needed**—How much time will each step take?
- **Who Does What**—Who is going to do each task?

Important! You may need to complete more than one project to fulfill your youth court assignment. Check with your supervisor.

ACTION STEPS

1. Check with your project supervisor for time, place, tools and supplies you will need to design and paint signs for community-service agencies.
2. Contact non-profit agency to determine what the sign should say (name, location, slogan, logo, etc.). When you work at the non-profit agency, you will get to meet the people who work there. Ask them what they do for the community.
3. Install the sign.
4. Clean up after your work. Don't take away from the job you have done by leaving a mess of your own!
5. When you have finished your project, complete the **Stop and Think** activity. Keep a record of the **Hours Completed**, the time you spent working on the project.
6. Have your supervisor sign the **Check Point**.

STOP AND THINK

- What did you do today?
- What did you learn about your community?
- What did you learn about yourself?
- If you worked as a team, did you work well together? Why or why not?
- How could you do this project better next time?

CHECK POINT

HOURS COMPLETED _____

(Supervisor Signature)

(date)

GIVING BACK

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**DONE IN A DAY
PROJECT 26**



COMMUNITY MURAL SUPERVISOR GUIDE

Description: Respondents work together with a local artist and community groups to create a neighborhood mural.

Purpose: To introduce youth to the mural arts by introducing and engaging them in the techniques of painting and tiling.

Suggested hours of credit: Depending on the scale and complexity of the project, anywhere from a day to months. This is a **Plug-In** project. Respondents are **NOT** expected to participate in the entire project.

Materials (tools and materials) needed: Exterior paint, brushes, rollers, drop cloths, tile, grout, and adhesive, running water, ladders, scaffolding

People needed

Participants: 1-20

Supervisors: 1 per group, 1 art instructor per project

Transportation: Up to respondent or to be arranged by supervisor

SUPERVISOR PREP

1. Canvass community for a suitable location for a community mural.
2. Contact the arts department of a local college to enlist the services of an artist advisor.
3. Secure space to store materials close to the work site.
4. Obtain authorization from owner of site.
5. Make sure respondents clean up after their work.
6. Make arrangements with contacts to return on an ongoing basis.
7. When they have finished their project, respondents must complete the **Stop and Think** activity and write an accurate record of their **Hours Completed**.
8. Sign the supervisor **Check Point**.

Who to contact Non-profit agencies; neighborhood groups; school art department; local businesses

Optional: Have respondents contact community groups and individuals. Learning how to reach out to the community builds civic-participation skills.

Comments: This is a **Plug-In** project. It can be implemented in partnership with other agencies and requires considerable advanced planning but improves youth court visibility in the community. Teamwork and cooperation are stressed.

Project suggested by: Mural Arts Program, (215) 685-0750

For Youth Instructions, see other side.



**DONE IN A DAY
PROJECT 26**

Name _____

COMMUNITY MURAL YOUTH INSTRUCTIONS

Follow the Action Steps below to complete your Done in a Day project. Before you begin, you will want to know:

- Tasks—What needs to be done step-by-step?
- Time Needed—How much time will each step take?
- Who Does What—Who is going to do each task?

Important! You may need to complete more than one project to fulfill your youth court assignment. Check with your supervisor.

ACTION STEPS

1. Check with your supervisor to find out how you will "plug-in" to a community mural project.
2. Work as a group to decide on a theme.
3. Work with the arts instructor to create a design to express your theme.
4. Present the design to wall owner and community at a scheduled meeting.
5. After approval, transfer the design to the wall using a grid to enlarge the image.
6. Wear old clothes.
7. Clean up after your work. Don't take away from the job you have done by leaving a mess of your own!
8. When you have finished your project, complete the **Stop and Think** activity. Keep a record of the **Hours Completed**, the time you spent working on the project.
9. Have your supervisor sign the **Check Point**.

STOP AND THINK

- What did you do today?
- What did you learn about your community?
- What did you learn about yourself?
- If you worked as a team, did you work well together? Why or why not?
- How could you do this project better next time?

CHECK POINT

HOURS COMPLETED _____

(Supervisor Signature)

(date)

GIVING BACK

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PROJECT NAME: _____

SUPERVISOR GUIDE

Write a description of your own Done in a Day Project for others to use.

Description: _____

Purpose: _____

Suggested hours of credit: _____

Materials (tools and materials) needed: _____

People needed

Participants: _____

Supervisors: _____

Transportation: _____

SUPERVISOR PREP

1.

2.

3.

4.

5.

6.

7.

8.

9. When they have finished their project, respondents must complete the Stop and Think activity and write an accurate record of their Hours Completed.

10. Sign the supervisor Check Point.

Who to contact: _____

Comments: _____

Project suggested by: _____

For Youth Instructions, see other side.



Name _____

PROJECT NAME: _____
YOUTH INSTRUCTIONS

Write a description of your own Done in a Day Project for others to use.

Follow the Action Steps below to complete your Done in a Day project. Before you begin, you will want to know:

- Tasks—What needs to be done step-by-step?
- Time Needed—How much time will each step take?
- Who Does What—Who is going to do each task?

Important! You may need to complete more than one project to fulfill your youth court assignment. Check with your supervisor.

ACTION STEPS

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
9. When you have finished your project, complete the **Stop and Think** activity. Keep a record of the **Hours Completed**, the time you spent working on the project.
10. Have your supervisor sign the **Check Point**.

STOP AND THINK

- What did you do today?
- What did you learn about your community?
- What did you learn about yourself?
- If you worked as a team, did you work well together? Why or why not?
- How could you do this project better next time?

CHECK POINT

HOURS COMPLETED _____

(Supervisor Signature)

(date)

COMMUNITY PARTNERSHIPS

REACH OUT TO FAITH-BASED

ORGANIZATIONS. Youth for Christ, Fellowship of Christian Athletes, Campus Crusade for Christ, local churches, and synagogues. **Possible activities:** Respondents can assist with fundraising activities (do NOT allow respondents to solicit); help plan an implement a pancake breakfast; assist with mass mailings; help set up public facilities for weekly events, etc.

PARTNER WITH LOCAL AND

NATIONAL SERVICE CLUBS. Kiwanis, Lions International, Rotary club, Sertoma Club, Exchange Club, Optimist International, Altrusa Club, Cosmopolitan Club, Quota Club. These clubs often sponsor activities for kids in the community. **Possible activities:** Respondents can assist with fundraising activities (do NOT allow respondents to solicit) and can help with delivery of products purchased as part of fundraising efforts, e.g., Girl Scout cookie sales drives. Respondents could help set up events fairs, concerts, ball games, etc. When these organizations give to kids, it is helpful to see kids give back to the organizations with volunteer work.

NURSING HOMES AND HOSPITALS.

Youth could read to residents, play them music (guitar or piano), play cards or bingo, assist with daily chores. Helps bridge the generation gap.

SUPPORT YMCA, YWCA, AND OTHER YOUTH ACTIVITY FACILITIES.

Many youth facilities stage seasonal activities for kids in the community—Pumpkin patch in October, Sleigh Rides and Santa's Village in the winter, an Eggstravangza during Easter, etc. These events can feature a carnival theme, raise money with sales of arts and crafts, and can be held outdoors or indoors and are usually completely run by volunteers, creating a good opportunity for youth court community service.

CONSULT LOCAL BOYS AND GIRLS CLUBS, BIG BROTHER/BIG SISTER PROGRAMS.

Respondents can work with other kids, tutoring and mentoring, and participating in social and recreational skill-building and leadership activities

PLACE RESPONDENTS IN SCHOOLS AND AREA SPORTS ARENAS.

Have kids do projects at a local school. **Possible activities:** Respondents can paint bathrooms, set up/tear down for sporting events, school plays.

RESPOND WITH PERSONAL COMMUNITY SERVICE.

Depending on the disposition, some youth courts allow respondents to interact directly with victims. Respondents can do personal service for the victims of their offenses—wash a car, fix a fence, plant or weed a garden, etc. **Important!** Many victims do not want to interact with respondents or have service performed for them. In this case, ask victims if they have a favorite charity where the respondent could work.

PARKS AND RECREATION FACILITIES.

Contact your local park district. They would have dozens of activities youth could participate in. **Examples:** Set up for a community theatre or outdoor summer concert, plant trees in the park, other beautifying activities.

COMMUNITY SITES

LOCAL FOOD BANK, SALVATION

ARMY. Each city has many facilities that are dependent upon volunteers to offer their service to the community. One just needs to look at their communities' needs, facilities and current programs. Load a truck with food or clothing and deliver it to needy families in the community.

HABITAT FOR HUMANITY. Help build a house a for a family.

HALFWAY HOMES OR HOMELESS

SHELTERS. Youth may help with various projects.(see Done in a Day Project #12)

Note: Proper adult supervision is important at these sites.

CIVIC OR COMMUNITY CENTERS,

MUSEUMS. Civic auditoriums, senior citizen centers, Meals on Wheels programs.

VARIOUS PUBLIC SERVICES

CAMPAIGNS. Organize a booth, make posters, assist in a weekly or daily campaign in some way (MADD Safe and Sober week, Breast Cancer Awareness HIV, etc.). Contact your public health departments for information. See page 83 for more information on the National Youth Court Center's 12-Month Public Awareness and Service Campaign.

Projects suggested by: Cass County Youth Court, (701) 271-3253;
Winnebago County Teen Court, (920) 236-1119

NATIONAL YOUTH COURT CENTER

12-MONTH PUBLIC AWARENESS AND SERVICE CAMPAIGN

PURPOSE OF THE 12-MONTH CAMPAIGN

The community service-learning activities and project suggestions on the preceding pages help respondents make meaningful contributions to their community and develop citizenship skills while holding them accountable for their actions. Another closely linked method for youth courts to implement these goals and objectives is the 12-Month Public Awareness and Service Campaign, sponsored by the National Youth Court Center.

Activities or projects that youth courts participate in as part of the 12-Month Public Awareness and Service Campaign are not, and should not, be limited to just youth court respondents. The Office of Juvenile Justice and Delinquency Prevention (OJJDP) and the National Youth Court Center (NYCC) designed the 12-Month Public Awareness and Service Campaign to encourage youth courts from across the country to engage their staff, youth (volunteers and respondents), and adult volunteers in activities around a common issue and to become involved in their communities. The benefits to youth courts that participate in some (or all) of the campaigns include, but are not limited to, the ability to:

- Educate youth involved in the program on important social/societal issues.
- Supervise more meaningful and educational community service options for youth respondents.
- Provide thoughtful and valuable service to the local community.
- Share a common experience with other youth courts from across the country.

- Increase the youth court program's exposure to other local community agencies and groups.
- Showcase the great work that your program does on the National Youth Court Center's web site.

PROGRAM PARTICIPATION AND RECOGNITION

We are excited about this initiative and want you to get involved so you can showcase how responsive youth courts are to community needs, locally and nationally. We recognize that it will be difficult for most programs to be involved every month. Therefore, OJJDP and NYCC will recognize youth courts that participate in a minimum of four campaigns throughout the calendar year with a special certificate of merit.

While we hope that you will choose to participate in the featured monthly campaigns, we understand that not all selected campaigns may be of interest to each youth court and some public awareness campaigns or projects that are of interest to a particular youth court may be organized locally during different times of the year (e.g., The Relay for Life sponsored by the American Cancer Society, the Alzheimer's Memory Walk sponsored by Alzheimer's Association, Habitat for Humanity, Red Cross blood drives). OJJDP and NYCC want to encourage youth courts to participate in any public awareness campaigns that may be of local interest. Some suggested alternative campaigns and project ideas are highlighted in the Alternative Campaigns section of this package; however, as long as you participate in a campaign of local interest that is designed to meet a community need, it would qualify as an alternative within the context of the 12-Month Public Awareness and Service Campaign. In order to receive

formal recognition from OJJDP and the NYCC for participating in the 12-Month Public Awareness and Service Campaign, youth courts should adhere to the following conditions:

- Programs must participate in a minimum of four or more public awareness campaigns in different months (see chart below for more details).
- Programs are encouraged to involve respondents and adults and youth volunteers in events.
- Participation in events should not focus on fundraising (i.e., collecting money from door-to-door) but be an activity that emphasizes the involvement of the program in the community activity or event.
- Programs are encouraged to partner with another community agency or program in the selected activity.
- Programs must complete and return the campaign evaluation "Tell the National Youth Court Center About Your Event" that describes their involvement in the chosen campaign.

We also want to post information on the National Youth Court Center's web site to showcase the great work that youth courts are doing to help their communities. Send us photos or stories written by those who were involved or benefited from the efforts of your events/activities. With your help, youth courts can make an even bigger impact on their communities. At the end of the year, we will highlight the white, red, and blue recognition award winners on our web site and in our quarterly newsletter, *In Session*.

ORGANIZING YOUR PROJECT/ACTIVITY

Helping others is rewarding and simple. Once you have identified the campaigns that you want to participate in, you may want to consider the suggestions below when organizing your projects or activities. You can (and are encouraged to) conduct more than one activity or project related to the campaign in a given month. Think of all the different ways your program can be involved (e.g., through community service that respondents perform, special projects with all youth court representatives, educational classes for respondents, in-service training opportunities for youth volunteers).

- Designate a project coordinator. This may be a staff member, adult volunteer, or a youth volunteer. The project coordinator is someone from the youth court, who knows what is going on, who is doing what, and when.
- Where appropriate, contact possible community partners to determine how you might work together on a project or activity.
- Determine what kind of project or activities your program wants to do. Solicit ideas from your respondents, youth volunteers, adult volunteers, and staff. In selecting the projects or activities for your campaign, consider the following:
- Can your program accomplish this volunteer project in one day?
- Does the activity support participation from adult and youth, volunteer and respondent?
- Will inclement weather derail your project, or can it be brought inside?
- Does the project serve a real need in the community?

- Assign individuals certain tasks (and deadlines) associated with planning and/or participating in the youth court's part of the project or activity.
- Notify those who will be involved in the event or activity about the date, time, and location of project or activity.
- Involve local media. Let the media know what you are doing. Educate them on the campaign and help get the word out about the issue that you are focusing on that month.
- Make sure someone documents your event, takes pictures, and coordinates stories to share your experiences with others.
- Follow up after events. Send information on what your program did to the local media and to the local, state or national organization that is sponsoring the campaign that you participated in. Don't forget to let the National Youth Court Center know what you did too.
- Send a thank you note to everyone who helped you with the project or activity.

CONCLUSION

We hope you will help us mobilize youth and adults in your community to utilize their talents to help raise the public's awareness of issues of national concern. Have fun while making a valuable contribution to your community. For more information, contact the National Youth Court Center at (859) 244-8193, e-mail: nycc@csg.org or visit the web site at www.youthcourt.net.

RESOURCES

ORGANIZATIONS

National Youth Court Center

The National Youth Court Center, created by the Office of Juvenile Justice and Delinquency Prevention, is a central point of contact for youth courts in the United States. The National Youth Court Center, operated by the American Probation and Parole Association (APPA), provides training, technical assistance, and resource materials to developing and existing youth courts. For more information, contact:

National Youth Court Center
c/o American Probation and Parole Association
PO Box 11910
Lexington, KY 40578-1910
Phone: (859) 244-8193
Fax: (859) 244-8001
E-mail: nycc@csg.org
Web site: www.youthcourt.net

Office of Juvenile Justice and Delinquency Prevention

The Office of Juvenile Justice and Delinquency Prevention (OJJDP), U.S. Department of Justice, provides national leadership, direction, and resources to assist the juvenile justice community in preventing and controlling delinquency throughout the country. The Special Emphasis Division provides discretionary funds to replicate tested approaches to delinquency and juvenile drug abuse prevention, treatment, and control. The Research and Program Development Division provides demonstration programs. The States Relations and Assistance Division manages OJJDP's Formula Grants, Title V Delinquency Prevention, and State Challenge Grant programs, which provide direct support to state and local governments to prevent and treat delinquency, including drug abuse, and improve their juvenile justice systems. A list of the juvenile justice specialists, who administer OJJDP funds on a state level, and other state resources of OJJDP, may be found on the following link on OJJDP's web site:

www.ojjdp.ncjrs.org/resources/asp/search_states.asp. For more information, contact:

Office of Juvenile Justice and Delinquency Prevention
U.S. Dept. of Justice
800 K. St., NW
Washington, DC 20531
Phone: (202) 616-2368
Fax: (202) 353-9095
E-mail: peterson@ojp.usdoj.gov
Web site: www.ojjdp.ncjrs.org

American Bar Association/Division of Public Education

The ABA Division for Public Education's mission is to promote public understanding of the law and its role in society. The division conducts conferences; sponsors youth programs; publishes periodicals, books, and other resources; sponsors national awards programs; serves as a national law related education information clearinghouse; and provides assistance to educators, lawyers, students, and others. For more information, contact:

American Bar Association
Division of Public Education
541 North Fairbanks Court
Chicago, IL 60611-3314
(312) 988-5735
Web site: www.abanet.org/publiced

American Bar Association/Office of Justice Initiatives

The ABA's Justice Initiatives Program works to improve public trust and confidence in our justice system by encouraging bar associations and courts at the state and local levels to reach out and involve the non-lawyer community in justice improvement projects. For more information, contact:

American Bar Association/Office of Justice Initiatives
750 N. Lake Shore Dr.
Chicago, IL 60611-4497
Phone: (312) 988-6138
Web site: www.abanet.org/justice

Center for Civic Education

The Center for Civic Education is a non-profit, nonpartisan educational corporation dedicated to fostering the development of informed, responsible participation in civic life by citizens committed to values and principles fundamental to American constitutional democracy. The Center specializes in civic/citizenship education, law-related education, and international educational exchange programs for developing democracies. Programs focus on the U.S. Constitution and Bill of Rights; American political traditions and institutions at the federal, state, and local levels; constitutionalism; civic participation; and the rights and responsibilities of citizens. For more information, contact:

Center for Civic Education
5146 Douglas Fir Road, Calabasas, CA,
91302-1467
Phone: 818-591-9321
E-mail: cce@civiced.org
Web site: www.civiced.org

Close Up Foundation

The Close Up Foundation, a nonprofit, nonpartisan organization, informs, inspires, and empowers people to exercise the rights and accept the responsibilities of citizens in a democracy. The Close Up message of citizen participation reaches millions annually through publications, video productions, and national television programming. For more information, contact:

Close Up Foundation
44 Canal Center Plaza
Alexandria, VA 22314-1592
Phone: (800) CLOSE UP
Web site: www.closeup.org

Constitutional Rights Foundation
Constitutional Rights Foundation (CRF) is a non-profit, non-partisan, community-based organization dedicated to educating America's young people about the importance of civic participation in a democratic society. Under the guidance of a Board of Directors chosen from the worlds of law, business, government, education, the media, and the community, CRF develops, produces, and distributes programs and materials to teachers, students, and public-minded citizens all across the nation. For more information, contact:
Constitutional Rights Foundation
601 South Kingsley Drive
Los Angeles, CA 90005
Phone: (213) 487-5590
E-Mail: crf@crf-usa.org
Web site: www.crf-usa.org

Constitutional Rights Foundation Chicago
The Constitutional Rights Foundation Chicago (CRFC) helps schools foster critical thinking skills and responsible civic action in students. Non-profit and non-partisan, CRFC has been a national leader in the design and implementation of quality law-related education (LRE) programs for elementary and secondary school students and their teachers. Founded in 1974 as part of the Constitutional Rights Foundation in Los Angeles, the Chicago office established itself as an independent 501(c)(3) organization in 1990. For more information, contact:
Constitutional Rights Foundation
Chicago
407 South Dearborn, Ste. 1700
Chicago, IL 60605
Phone: (312) 663-9057
E-mail: crfc@crfc.org
Web site: www.crfc.org

Corporation for National and Community Service
The Corporation for National and Community Service provides opportunities for Americans of all ages and

backgrounds to engage in service that addresses the nation's educational, public safety, environmental, and other human needs to achieve direct and demonstrable results and to encourage all Americans to engage in such service. In doing so, the Corporation will foster civic responsibility, strengthen the ties that bind us together as a people, and provide educational opportunity for those who make a substantial commitment to service. For more information, contact:
Corporation for National and Community Service
1201 New York Avenue, NW
Washington, D.C. 20525
Phone: (202) 606-5000
E-mail: webmaster@cns.gov
Web site: www.nationalservice.org

Juvenile Justice Clearinghouse (National Criminal Justice Reference Service)
OJJDP's information center, the Juvenile Justice Clearinghouse (JJC), provides information and services to juvenile justice professionals and policymakers, produces and distributes the agency's publications, and prepares customized responses to information requests. The Juvenile Justice Clearinghouse is one of the specialized information centers for the National Criminal Justice Reference Service (NCJRS). NCJRS serves as a national and international clearinghouse for the exchange of information in the criminal justice area. For more information, contact:
Juvenile Justice Clearinghouse (toll-free):
1-800-638-8736
or
National Criminal Justice Reference Service (NCJRS)
P.O. Box 6000
Rockville, MD 20849-6000
Phone: (800) 851-3420 or (301) 519-5500
TTY Service for the Hearing Impaired (toll free): (877) 712-9279; local: (301) 947-8374
E-mail: askncjrs@ncjrs.org
Web site: www.ncjrs.org

National Highway Traffic Safety Administration

The National Highway Traffic Safety Administration (NHTSA), an agency of the U. S. Department of Transportation, seeks ways to reduce motor vehicle crashes, injuries, and fatalities and to improve highway safety programs in the United States. Each state has a Governor's Highway Safety Representative who is responsible for administering federal dollars allocated to the state to dispense locally for programs that address highway safety concerns, such as underage drinking and impaired driving. For more information, contact:

National Highway Traffic Safety Administration
U.S. Department of Transportation
400 7th Avenue, SW
Washington, DC 20590
Phone: (202) 366-9588
Fax: (202) 366-2766
Web site: www.nhtsa.dot.gov

National Service-Learning Exchange

The National Service-Learning Exchange supports high quality service-learning programs in schools, colleges and universities, and community organizations. The Exchange has developed a network of over 450 volunteer Peer Mentors who have experience in service-learning in different settings and who have volunteered to assist others. The Exchange provides the "people connection" while the National Service-Learning Clearinghouse (see below) gathers and disseminates information and materials. For more information, contact:
National Service-Learning Exchange
c/o National Youth Leadership Council
1667 Snelling Avenue N, Suite D300
Saint Paul, MN 55108
Phone: (877) 572-3924
E-mail: exchange@nylc.org
Web site: www.nslexchange.org

National Service-Learning Clearinghouse

The National Service-Learning Clearinghouse (NSLC) is funded by the Department of Service-Learning at the Corporation for National Service. The purpose of the Clearinghouse is to collect and disseminate information and materials related to service-learning for Learn and Serve America grantees and other programs involved in service-learning. The Clearinghouse also operates a variety of listserves for discussion & information on service-learning; a web site and information database; a toll-free information phone line; and maintains a collection of publications on service-learning. For more information, contact:

National Service-Learning Clearinghouse
ETR Associates
PO Box 1830
Santa Cruz, CA 95061
Phone: (866) 245-SERV (7378)
Web site: www.servicelearning.org
E-mail: info@servicelearning.org

Street Law, Inc.

Street Law, Inc. provides practical, participatory education about law, democracy and human rights. Through its philosophy and programs, Street Law empowers people to transform democratic ideals into citizen action. Street Law's programs do not end at the door of the classroom. Each student gains essential lessons that can be used for life. For more information, contact:
Street Law, Inc.
1600 K Street, NW, Ste. 602
Washington, DC 20006-2801
Phone: (202) 293-0088
Web site: www.streetlaw.org

Urban Institute

The Urban Institute is a nonprofit policy research organization established in Washington, D.C., in 1968. The Institute's goals are to sharpen thinking about society's problems and efforts to solve them, improve government decisions and their implementation, and increase citizens' awareness about important public choices. For more information, contact:

Urban Institute
2100 M Street, NW
Washington, DC 20037
Phone: (202) 833-7200
Web site: www.urban.org

PUBLICATIONS

Active Citizenship Today

Constitutional Rights Foundation and the Close Up Foundation has developed *Active Citizenship Today* (ACT), a step-by-step guide for teaching citizenship through service learning. The ACT curriculum consists of a *Handbook for Teachers* and a *Field Guide* that takes students through five units of study: Defining and Assessing Your Community, Choosing and Researching a Problem, Examining Policy, Exploring Options, Taking Action. Available through Constitutional Rights Foundation, (800) 488-4CRF or visit the web site at www.crf-usa.org.

Corrections Today

By Scott B. Peterson and Michael J. Elmendorf II, *Juvenile Corrections Annual Journal*, December, 2001. American Correctional Association, 4380 Forbes Boulevard, Lanham, MD 20706. Phone: (301) 918-1800

Giving Back: A Community Service-Learning Manual for Youth Courts

The Constitutional Rights Foundation/Constitutional Rights Foundation Chicago (CRF/CRFC) has developed *Giving Back: A Community Service-Learning Manual for Youth Courts*. The manual provides youth court coordinators with information on how to

plan and implement meaningful community service projects to be used as sentencing options in their youth court programs. Included within the manual are twenty-six examples of projects that can be done in a day. Available through the National Youth Court Center, (859) 244-8193 or on the web site: www.youthcourt.net; Constitutional Rights Foundation Chicago, (312) 663-9057; or Constitutional Rights Foundation in Los Angeles at (800) 488-4CRF.

In Session

In Session, the National Youth Court Center Quarterly Newsletter provides timely articles and other information that is of interest to youth court programs. Contact the National Youth Court Center at (859) 244-8193 for a free copy or view *In Session* online at <http://www.youthcourt.net>.

National Youth Court Guidelines

The *National Youth Court Guidelines* are designed to give youth courts direction for developing and operating effective programs for the ultimate purpose of increasing program accountability and integrity of the "youth court field." Guidelines have been developed in the following program areas:

- Program Planning and Community Mobilization
- Program Staffing and Funding
- Legal Issues
- Identified Respondent Population and Referral Process
- Program Services and Sentencing Options
- Volunteer Recruitment and Management
- Volunteer Training
- Youth Court Operations and Case Management
- Program Evaluation

Each chapter begins with a brief overview of the guidelines that are recommended for that particular program

area. Afterwards, each guideline is discussed in more detail. A rationale for each guideline, as well as tips for implementing each guideline, is included. At the conclusion of each chapter there is a section that identifies some outcomes youth court programs might reasonably expect if they adhere to the recommendations made in the guidelines.

Limited quantities of the *National Youth Court Guidelines* are available by calling (859) 244-8193, or you can download a copy of the *National Youth Court Guidelines* on the National Youth Court Center's web site www.youthcourt.net/guidelines.pdf.

Peer Justice and Youth Empowerment: An Implementation Guide for Teen Court Programs

This manual, published by the National Highway Traffic Safety Administration (NHTSA) with support from the Office of Juvenile Justice and Delinquency Prevention (OJJDP) and Substance Abuse and Mental Health Services Administration (SAMHSA), provides program organizers with baseline information on developing, implementing, and enhancing teen court programs within their jurisdictions. Rather than endorsing one particular model of teen court, this manual provides program organizers with a general overview of issues to consider and guides them through a decision-making process for the implementation of a teen court program that fits local needs. Sample forms and other helpful resources also are included as supplementary materials. This document is available free by calling the Juvenile Justice Clearinghouse at 1-800-638-8736. Portions of the document are available at the following web site: www.ojjdp.ncjrs.org/PUBS/peerhome.htm.

Roadmap—Youth Courts: Young People Delivering Justice

This document, developed by the American Bar Association Office of Justice Initiatives, is designed to educate the pub-

lic and the legal community about youth court. To order, call 800-285-2221 and ask for product code number 3460012. For more information, contact the American Bar Association Office of Justice Initiatives at 312-988-5450. Information on ordering this publication will also be available on the NYCC web site at www.youthcourt.net.

The Role of Restorative Justice in Teen Courts: A Preliminary Look

The National Youth Court Center convened a focus group in March 2000 to examine and discuss the role of restorative justice in teen court programs. This publication addresses the key issues that serve as a promising foundation from which teen courts can begin to move toward integrating more restorative justice-based practices within their programs. Contact the National Youth Court Center at (859) 244-8193 for a free copy of this publication or view it online at www.youthcourt.net/article1.pdf.

Youth court: The Colonie, New York Experience

by Patrice Lockart, William Pericak, and Scott Peterson

Journal for Juvenile Justice and Detention Service, Vol. 11, No. 2, Fall 1996. Available through the National Juvenile Detention Association, Eastern Kentucky University, 301 Perkins Building, 521 Lancaster Avenue, Richmond, KY 40475-3102 Phone: (859) 622-6259 FAX: (859) 622-2333

Youth Court Youth Volunteer Training Package

The American Bar Association has developed a training package to assist youth court programs in the training of youth volunteers. This training package outlines a course of instruction to prepare youth to serve as prosecutor, defense attorney, jurors and other court roles. The full set of the Training Package includes four volunteer training manuals based on each of the four models of youth court (i.e., peer jury, adult judge, tribunal and youth judge models), 1 instructor's guide, 1 video, and a CD-

ROM. Contact the American Bar Association Division for Public Education at (800) 285-2221 (PC#4970104P) or abapubed@abanet.org for more information. The full set costs \$45. Individual items can also be ordered.

VIDEOTAPES

Beaverton Youth Peer Court (1996 - 16 minutes)

This video, written and produced by youth volunteers and staff of the Beaverton Youth Peer Court, highlights their program. To order, contact Beaverton Youth Peer Court, Beaverton Police Department, Attn: Gary Dodson, P.O. Box 4755, Beaverton, OR 97076. Phone: (503) 526-2267; email: gdodson@ci.beaverton.or.us. No cost, limited quantities.

Changing Lives: America's Youth Court

Developed by the American Bar Association Division for Public Education, this short video introduces the concept of youth courts. To order contact the ABA Division for Public Education at (800) 285-2221. Specify product code number 4970206. Cost \$25.00.

Getting the Most Out of the Deliberation Process

Developed by the National Youth Court Center, this video features two 20-minute scenarios designed to help educate youth court volunteers, especially new jurors and judge panels on issues they should consider when determining a fair, appropriate, and restorative disposition for respondents. The video includes a supervisor guide with a lesson plan for trainings on deliberation techniques. Copies are free of charge. For more information, contact the Youth Court Center, (859) 244-8193.

How Teen Court Gave Me Another Chance (1998 - 26 minutes) Describes the Knox County Teen Court (Adult Judge Model) and documents how two high school students created their award win-

ning teen court Web site (library.thinkquest.org/2640). To order, contact Knox County Teen Court, 55 W. Tompkins St., Galesburg, IL 61201. Cost \$25.

Kentucky Teen Court (1993 - 13 minutes)

This video gives an overview of the teen court system in Kentucky as operated by the Kentucky Administrative Office of the Courts. To order, contact Teen Court Program Manager, 100 Millcreek Park, Frankfort, KY 40601. Phone: (502) 573-2350. Cost: \$5.

Odessa Teen Court (1993 - 11 minutes)

Describes the Adult Judge Model teen court used in Odessa, Texas. To order, contact Odessa Teen Court, Municipal Court, 201 N. Grant Ave., Odessa, TX 79761. Phone: (915) 335-3352. Cost \$25.

World in Action: Boys and Girls of the Jury (1996 - 25 minutes)

A British television program that examines an Adult Judge Model teen court in Sarasota, Florida, and considers whether teen courts would be effective in Great Britain. To order, contact Sarasota Teen Court, PO Box 48927, Sarasota, FL 34230. Phone: (941) 951-4278. Cost \$12.

Youth Court: A National Movement (1988 - 2 hours)

Hosted by former OJJDP Administrator Shay Bilchik, this tape of a satellite video-conference provides an overview of the teen court concept and examines three teen court programs: Colonie Youth Court, Latham, NY; Odessa Teen Court, Odessa, TX; and Donald P. McCullum Youth Court, Oakland, CA. To order call OJJDP's Juvenile Justice Clearinghouse at (800) 638-8736 (reference NCJ #171149). Cost \$17.

OJJDP's National Youth Court Center web site (www.youthcourt.net) contains a current list of youth court programs nationwide, downloadable resource information, training announcements, the quarterly Youth Court newsletter, bulleting boards for discussion, and much more.

Log on to
www.youthcourt.net.



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